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INTERMEDIATE RUSSIAN THROUGH FORMULA TALES

A Dissertation Presented
for the Doctor of
Philosophy
In Secondary Education, English
The University of Mississippi

Tamar Karakozova

May, 2016

ABSTRACT

The dissertation presents a study of on the benefits of formula tales in university-level foreign language classrooms during grammar practice activities. The study investigated students' attitudes toward the use of such texts in the postsecondary foreign language environment. In addition, differences between and among the participant-students will be analyzed.

Cognitive learning theory, noticing hypothesis, and content-based instruction provided the theoretical framework for the study.

Keywords: formula tales (chain tales, endless tales), cognitive theory, noticing hypothesis, content-based instruction.

DEDICATION

This work is dedicated to Tamar (Tamara) Karakozova, my grandmother, without whom this work would never be possible.

ACKNOWLEDGMENTS

An English proverb states that knowledge is a castle, to the building of which every human brought a stone. I truly believe that there are so many people in my life whose knowledge and experience helped me build my character. I thank every one of these people, and hope that my work will serve them all as a reminder of their influence on my life and success.

One of the most special people was my paternal grandmother, Tamar (Tamara) Karakozova, whose love and dedication to our family gave it its strong basis. My grandmother used to say: “The more languages you speak, the more of a person you are.” What she actually meant was, probably, “the more languages you speak, the more opportunities you have in life.” My grandmother spoke Armenian, Georgian, Russian, Kurdish, but never went to school. She could not read or write in any language and that was her biggest regret. All her life my grandmother tried to make sure her children and grandchildren were educated. My grandmother’s art of storytelling, her strong spirit, and her positive outlook on life have always served as the greatest motivational tools in my academic career. I would never be the same person without my grandmother’s input. I am proud to carry her name and dedicate my personal and professional achievements to her memory.

My parents, Razmik and Larisa Karakozovs, will always hold a special place in my heart. I am so grateful to them for taking the time and reading to me when I was growing up. Despite all the hardships of the post-Soviet reality, my evenings were magical because both of my parents were willing to sit down and read to me, even if it were under the candlelight.

My parents' belief in my success has always been stronger than a rock. Their unconditional love and faith in me brought so many miracles into my world, making all my experiences both: home and abroad - possible.

My older sister, Irina, was the first in our family who wanted to become a teacher. As an older sister, and a professional, Irina showed me the true meaning behind the word "educator." My sister's love to share knowledge about language and literature became my guide in my professional life.

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He always believed that I am able to start and finish everything I plan.

My excellent teacher, friend, and colleague, Valentina Borisovna Iepuri, transformed my view on the teaching profession. I will always remember her commitment to the achievement of her students. This very commitment makes her a distinguished professional. Valentina Borisovna showed me how to cultivate students' curiosity and interest in learning. Dr. Iepuri's loyalty toward her profession played a crucial role in my development as a language teacher.

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The members of my committee, Dr. Beverly Alford, Dr. Donald Dyer, and Dr. Ellen Foster, I thank for their extreme patience in the face of numerous obstacles, for their counsel, love, and support in helping me finish this endeavor.

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CHAPTER I

INTRODUCTION

Background

The focus of this research will be on the benefits of formula tales in university-level foreign language classrooms during grammar practice activities. Formula tales, as a group of folk tales, possess an invaluable quantity of linguistic and cultural material for research in many disciplines. They have always been a great resource for folklorists, anthropologists, psychologists, linguists, and foreign language methodologists. Although nowadays children make up the general audience for the tales, originally, adults were a part of this audience just as often as children (Zipes, 1998, p. 1). Only at the end of the nineteenth and the beginning of the twentieth century did folk tales begin to be associated with children's literature and, for this reason, the research on folk tales mainly consists of the works on children's early moral development or their skills to acquire a foreign language. Bettelheim (2010) explored the importance of "enchantment" in children's psychological development, since texts like this allow children to build a direct distinction between "good" and "evil." These very distinctions and other factors introduced in one's childhood through folk tales can also influence moral choices in adulthood.

Linguistic analysis of a folk tale opens doors to a deeper understanding of its cultural concepts. Gilroy and Parkinson (1996) discuss the new wave of popularity of literary texts in teaching a foreign language.

Oxford (1994) sees the purpose of folk tales in the foreign language classroom as introducing new culture and developing students' multicultural awareness as well as tolerance. Zipes (2002) examines the way folk tales build popular beliefs, and how they are used by corporate media to their advantage. Although popular beliefs of adults vary from country to country, the distinction between "good" and "evil" in folk tales is universal. This very fact makes folk tales unique material, to which many people, young or old, can relate.

Formula tales are a group of folk tales, separated from other groups of tales by their structure. Formula tales were first identified as such in Aarne-Thompson's classification or index of folk tales. Their simple plot is complicated by repetition and requires full attention from readers or listeners. Two sub-groups of formula tales will be included in this study: chain tales, endless tales. While in Aarne-Thompson's index the first sub-group is called "chain tales", Vladimir Propp (2012) calls them "cumulative" tales, because they "often repeat all the preceding links in the chain with the connection of each new link... (Propp, 2012, p. 280)." Accumulation of repetitive links, in Propp's analysis, is of interest to the reader or listener because of its "colorful artistic performance." Endless tales are very similar to chain tales in structure, however, the repetition in such tales does not bring any resolution to problems posed by such tales, and repetitions have to continue in order for the tale to last. Propp does not differentiate between endless and chain tales. He mentions, however, that their cumulative nature is appealing to "children, who are so fond of new, witty, and vivid words, tongue twisters, and the like" (Propp, 2012, p. 280). He sees the importance of tales' "linking" to cognitive processes, thinking that such sequences are not only typical of folklore, but also of language itself: "In language it would correspond to agglutination, that is, stringing together verbal particles without inflection" (p. 281).

Since folk tales play so many roles in the formation of psychological, cultural, and linguistic identity, they serve as an instructional tool in teaching foreign languages (Haulman, 1985; Stuart, 1990; Ebata, 2008). Folk tales are relatable, and thus, teaching is usually based on the introduction of the “new” through the “familiar” (Taylor, 2000).

Adaptation

Today the development of political, economic and cultural relations all over the world leads to extensive contacts of different cultures in all spheres of life. There are new opportunities connected with intercultural communication. Knowledge of a foreign language or foreign languages for many has become an urgent necessity. These circumstances suggest a need for effective teaching methods incorporating authentic texts. Since Dundes (1969) calls folklore, and all its genres, “autobiographical-ethnography- that is, it is people’s own description of themselves” (p. 471), there is no text more authentic than a folk tale. Dundes sees the purpose of folklore in “provid[ing] a vital resource for a teacher who seriously wishes to (1) understand his students better, and (2) teach those students more effectively about the world and about the human condition” (p. 471).

The formula tale is a genre of folklore. As a literary text, certain specific features of the genre are typical of the folk tale. Tales originally existed in an oral form and that is why their composition was simple. Formula tales in particular are known for their beauty and melodiousness of expression. Propp (2012) sees the beauty in “piling up interesting words” (p. 280). Many formula tales include frequent repetitions characterized by a dialogic form of the narrative in prose or verse. Therefore, tales have the great power of emotional impact on the reader, thus connecting the past with the present. In formula tales about animals in typical situations, each character represents certain well-defined character traits of people. The apparent simplicity of the content of formula tales conceals deep ideas, people’s life principles and values that shape the mentality of people. Dundes (1969) encourages the use of “the materials of folklore as a point of departure” in the educational process that deals with “the real world, rather than with a world apart from the world in which the students live” (p. 473).

All these features make formula tales an important material in the initial stage of learning a foreign language. The texts of formula tales meet the criteria of relevance, cognition, and accessibility for all learners, since this genre exists in many cultures. An important criterion for the selection of texts used in this study was the fact that the tales “Колобок” (The Gingerbread Man), “Курочка Ряба” (Speckled Hen), “Репка” (Turnip) and others contain fundamental principles of Russian culture, while the repetitive nature of these tales with a simple plot is very memorizing.

In formula tales, the natural environment is often reflected: animals, birds, plants, etc. However, often the same animal stories of different people present different traits and behaviors. A comparison of plots of formula tales as well as the composition of other fictional characters will help students discover new aspects of their own and other cultures and push the boundaries of understanding the world around them.

Different versions of adapted texts allow for different forms of work. Teachers even give students an opportunity to discuss the variations of tales. Dundes (1969) suggests class discussions about the reasons behind tale variations. Depending on the audience, various teaching methods can be used, such as theatrical productions and games. Games stimulate interest and motivate speech activity in the target language. The degree of work with such authentic texts involves students in cognitive activities related to the comprehension of the meaning of the text.

Reading, in conjunction with other kinds of speech activity, has a great influence on the speech of younger students as well as foreign language learners of different ages. Reading authentic texts is the basis of language acquisition as well as a medium of communication. Tales

in foreign language methodology have great potential, the implementation of which contributes to a motivated and effective learning of foreign speech. In addition, folk tales solve the problem of the adequate perception of foreign culture. Despite the complexity of their understanding by foreign students, a number of factors favor the use of tales as authentic texts as well as the best means of learning the language and foreign-language culture. Dundes (1969) defines folklore as a “mirror of culture” so necessary in the world, “shrunk by modern technological advances” (p. 471).

Since the original formula tales are difficult even for native speakers due to the number of archaic words and difficult concepts, the texts of formula tales in this work undergo some adaptation. This adaptation involves reducing the amount of archaic vocabulary and grammatical structures and/or possible the replacement of new words with synonyms to help explicate the meaning of phrases and sentences.

Statement of the Problem

There is always need of a context to practice grammar. Since formula tales represent this invaluable resource of language and culture, the adaptation of them for the purposes of grammar practice may be of benefit to language learners. The fact that people hear folk tales in childhood in their native language can help to set a background for foreign language acquisition. There has not been a study of a particular category of folk tales and their use in a foreign language classroom, especially at the college level. This study was an experiment with the achievement scores of Intermediate level students enrolled in the Russian program at the University of Mississippi, as well as five other American universities. The students from three participating universities practiced grammar through formula tales, while the students of three others did not use folk tales to practice the same grammar material. The scores received from the three experimental groups were compared to the scores of three control groups. The research included two semesters of data from everyone enrolled in Intermediate Russian at the University of Mississippi and five other universities in the spring and fall of 2015.

This study also examined students' attitudes toward course innovation that included formula tales as supplementary material for practicing grammar in Intermediate Russian as a foreign language at the University of Mississippi and five other universities.

Significance of Study

According to the Modern Languages Association of America, student enrollment in Russian at institutions of higher education grew from 23.9 percent in 2002 to 26.9 percent in 2009, but decreased from 2009 to 2013:

Table 1. The Modern Language Association of America Report

Percentage of Total Course Enrollments for the Fourteen Most Commonly Taught Languages in 2013								
	1968	1980	1990	1995	2002	2006	2009	2013
Spanish	32.3	41.0	45.1	53.2	53.4	52.2	51.4	50.6
French	34.4	26.9	23.0	18.0	14.5	13.1	12.9	12.7
American Sign Language			0.1	0.4	4.4	5.1	5.5	7.0
German	19.2	13.7	11.3	8.5	6.5	6.0	5.7	5.5
Italian	2.7	3.8	4.2	3.8	4.6	5.0	4.8	4.6
Japanese	0.4	1.2	3.9	3.9	3.7	4.2	4.3	4.3
Chinese	0.5	1.2	1.6	2.3	2.4	3.3	3.6	3.9
Arabic	0.1	0.4	0.3	0.4	0.8	1.5	2.1	2.1
Latin	3.0	2.7	2.4	2.3	2.1	2.0	1.9	1.7
Russian	3.7	2.6	3.8	2.2	1.7	1.6	1.6	1.4
Hebrew	0.8	2.1	1.1	1.1	1.6	1.5	1.3	1.2
Greek, Ancient	1.7	2.4	1.4	1.4	1.5	1.4	1.2	0.8
Portuguese	0.4	0.5	0.5	0.6	0.6	0.7	0.7	0.8
Korean	0.01	0.04	0.2	0.3	0.4	0.5	0.5	0.8
Other languages	0.8	1.4	1.2	1.5	1.8	2.1	2.5	2.6
Total percentage	100	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total enrollment	1,124,021	924,337	1,185,465	1,138,772	1,395,807	1,575,715	1,673,543	1,562,179

Due to the constant shift in population of college students enrolled in foreign languages, it is important to study students' attitudes toward the material used to build their language proficiency as well as to try to improve the quality of their foreign language practice materials. The purpose of this study will be to explore whether using formula folk tales (chain and endless) in Intermediate Russian as additional material will help students build their foreign language skills. It is important to find out the general attitude of adult students toward the use of folk tales. Second, it is necessary to find if there is a significant difference in students' performance after they practice grammar through the use of formula tales.

Research Questions

1. Were the students introduced to the folk/fairy tales in their native language?
2. (a) What are the attitudes of students of Intermediate Russian toward the use of folk/fairy tales in a foreign language classroom?

(b) Do differences in attitude toward folk tales depend on factors such as students' age, gender, or their reasons for taking Russian (major/minor/other)? If they do, what are the major factors of influence?
3. Does re-visiting the folk/fairy tales as adults have a positive impact on acquiring the language?
4. (a) Does the use of formula tales help in remembering grammatical material better?

(b) Does the use of formula tales help in understanding Russian culture?
5. What role does repetition of forms play in the memorization of the grammatical forms?

Table 2 provides types of analyses for each research question, as well as expected results from the study:

Table 2. Data collection and its analysis.

Research Questions	Data variables	Instruments of analyses	Types of Analyses	Expected Results
1. Were students introduced to the folk tales in their native		Survey (Qualitative question)	Descriptive statistics	Yes
2. (a) What are the attitudes of students of Intermediate Russian toward the use of folk/fairy tales in a foreign language classroom? (b) Do differences in attitudes toward folk tales depend on preexisting knowledge	Independent variable – attitudes of the students (positive, neutral or negative), dependent variable-presence or absence of the prior knowledge of folk tales.	Survey (Qualitative question)	Two Way Chi-Square for frequencies	Positive
I Do differences in attitudes toward folk tales depend on factors, like: students' age, gender, or the reasons for taking Russian (major/minor, etc.)? If they do, what are the major	Age Gender Major/minor, etc.	Survey	ANOVA	Yes
3. Does re-visiting the folk/fairy tales as adults have a positive impact on acquiring the language?		Survey Follow up questions	Qualitative	Content analysis
4. (a) Does the use of formula tales help in remembering grammatical material	Experimental and Control groups	Pre- and post- tests	Quantitative Two-tailed t	Yes
4. (b) Does the use of formula tales help in understanding Russian culture?	Survey	Qualitative Follow up questions	Content analysis	Yes
5. What role does repetition of forms play in the memorization of the grammatical forms?	Experimental and Control groups	Pre- and post- tests	Quantitative Two-tailed t	Positive

Delimitations

Table 18. Initially, this study will involve only University of Mississippi students and students, as well as instructors from five other American universities enrolled in Intermediate Russian.

Limitations:

1. External validity: The limited number of participants in this study will limit its generalizability.
2. Bias of researcher: Relationship with students in research setting.

CHAPTER II

THEORETICAL BACKGROUND

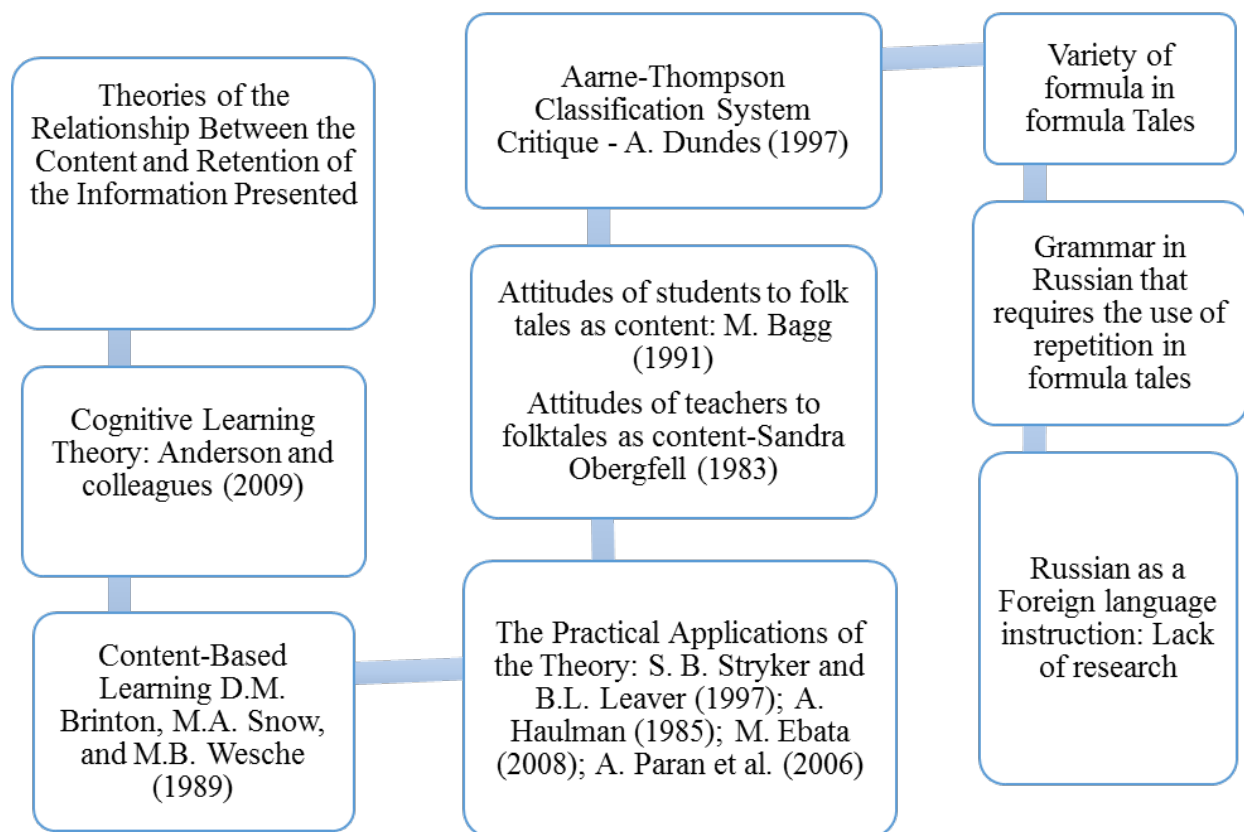
Teachers of foreign languages have been using repetitions in folk tales for the purpose of introducing the grammar and vocabulary of a foreign language to school children. The classroom observations about such use of folk tales included mostly very young children (Ghosn, 2002; Wu, 2008). The arguments in favor of using folk tales for younger audiences mainly consist of the entertainment value of the folk tales for children. Even “entertainment,” or the game-like nature described in the studies, never involves actual feedback from the students. Although the studies are mostly descriptive rather than prescriptive, they suggest similar implications when the target audience consists of adults. These studies are solely based on the opinions and observations of teachers. There has been no study conducted to ascertain the value of these tales in a university setting, nor has there been a study of emotions, feelings, or attitudes of adult students on the folk tales as teaching materials.

This chapter will include a brief definition of terms, as well as an overview of literature related to three major topics: (1) the cognitive learning theory and noticing hypothesis as the basis for content-based instruction in acquiring a foreign language; (2) the justification of the use of the folk tales in teaching and the practical applications of the content-based approach through the use of fairy tales in foreign language teaching environment, and (3) the lack of classroom research that would use them as content in the adult foreign language classroom

The literature review will be organized according to the topics graphically presented in the chart below:

Table 3. Literature Map

Intermediate Russian through Formula Tales



Definition of Tales

Researchers rarely, if ever, distinguish among folk tales. Thompson (2006) categorizes folk tales according to their structure, content, and main characters. One particular category of folk tales, formula tales, according to Thompson, represents a simple situation where “the formal handling” of it “assumes a certain complexity.” Formula tales include several sub-groups. In one of the types of formula, the characters have to attempt to solve the problem several times before they or the reader will come to a certain conclusion. Such formula tales Thompson called *chain tales* (“Gingerbread Man”). In another similar type, the attempts are repeated so many times without a result that the reader or listener cannot stand it anymore. Such tales are called *endless tales* (“Fox and Geese”). Thompson recommends formula tales as games for children, or for those “who never grow up.” Since these tales include repetition, or require attention from the reader or listener, some of them are used in teaching a foreign language (Wu, 2008). However, researchers do not use Thompson’s categorization of the folk tales to make a distinction among the tales used in the foreign classroom.

Definition of Other Terms

Cognitive Theory “focuses on the acquisition and function of human thought and knowledge: how and what one comes to think and know, and the role this plays in what one does and feels...[It] illuminates areas that are central to understanding human personality and behavior, and designing efforts to create change” (Betsy S. Vourlekis in R.R. Green, 2011, p. 133).

Noticing Hypothesis is the “hypothesis that input does not become intake for language learning unless it is noticed...consciously registered” (Schmidt, 2010, p. 721).

Content-based instruction (CBI) or approach “encourages students to learn a new language by

playing real pieces-actually using that language, from the very first class, as a real means of communication...the philosophy of content-based instruction aims at empowering students to become independent learners and continue the learning process beyond the classroom” (Stryker, S. B. and Leaver, B.L. 1997, p. 4).

Cognitive Theory, Noticing Hypothesis, and Content-Based Approach

In the last decades of the twentieth century, a content-based approach to foreign language instruction came to the fore, based on the cognitive theory of learning and developed by John R. Anderson and his colleagues. Although Anderson sometimes is not cited in the research on second language acquisition, his input in the language research is vast. Ellis (1994) mentions a variety of theories, which, due to the research on second language acquisition, are referred to as “cognitive in nature” (Ellis, 1994, p. 348) because they describe the thought process. One of these theories is referred to as the Noticing Hypothesis. The Noticing Hypothesis, introduced and defined by Richard Schmidt as a “hypothesis that input does not become intake for language learning unless it is noticed...consciously registered” (Schmidt, 2010, p. 721), started endless discussions by researchers in many disciplines, including linguistics, psychology, and language education. However, today, it still is a hypothesis, and has never been proven, partially because defining conscious processes in the human brain, as well as attention and awareness, remains problematic (John Truscott, 1998, p. 105). Despite the difficulties, researchers, especially in Second Language Acquisition (SLA) from all over the world, are using this hypothesis (1) to identify what is being noticed and why (Eun Sung Park, 2011), (2) to renew teaching methods and learning strategies (Jie Jin, 2011), and (3) to find the connection between memory, noticing, and learning capacity (Peter Robinson, 1995). While all the researchers who support this theory work on their individual experiments, they

all use certain kinds of tasks/texts in order to determine when and how noticing occurs.

Shekary and Tahririan (2006) argue in favor of text-based online chat. They write that text-based chat not only invokes “noticing of target language forms,” but also promotes “second language actuation” since it serves as a tool in collaborative language learning (M. Shekary & M.H. Tahririan, 2006, p. 557). The authors also discuss the roles of the learners in the process of chatting since they are readers, “speakers,” and writers at the same time. One can definitely argue with the fact that chatting is different from oral communication, however, Shekary and Tahririan focus their attention on the features of speech and writing, which are unique and at the same time typical for text-based chats. The authors choose mini-dialogues or language related episodes (LRE) in order to observe learners’ noticing during meaning-focused activities. The noticing in this study refers to the new target vocabulary, the meaning of which is identified through a mini-dialogue, which is spontaneous rather than pre-determined. The mini-dialogues consisted of determining a problem, making a linguistic error or raising a question, negotiation of meaning, as well as checking the participants’ understanding of the newly acquired form or meaning. All participants were second language learners of English with different levels of language proficiency.

Chan Lai and Young Zhao (2006) also use text-based chat to promote students’ self-awareness of their problematic language productions. Among the advantages of text-based chats, the authors mention that learners can access the texts of previous chats in order to go back and analyze their errors later. Unlike spontaneous speech, the scripts of the chats can be saved for a later reference. Like Shekary and Tahririan, Chan Lai and Young Zhao noticed negotiation of meaning and recast during the online chats as well as longer processing time and relative permanency of the text, but also mention self and peer-correction. The participants

of this study had limited time on a particular task, and a lack of fast typing skills could have affected the results. However, the important addition of this research to the other work on noticing is the fact that students produced the target language with more awareness when they had to chat rather than during oral conversation. Relative permanency of the text produced during the online text-based chats required a more cautious choice of words and phrases from the participants. Lai and Zhao admitted the importance of noticing during their study on text-based chats, but also suggested further research on the retention of the noticed grammatical forms and target vocabulary.

Ugen (2012) sees the challenges in determining the roles of noticing since it is too difficult to collect and interpret the data from second language learners considering the uncontrollable variables, such as motivation and individual differences of the participants. The author makes a distinction between simple and more complex tasks, stating that more attention is needed when participants work on a more complex task rather than when working on a less complex one. A more complex task also requires more time to process and it is through such tasks that target structures are noticed and retained. However, the complexity of tasks needs to be within learners' capacity to process this information; otherwise, it may lead to cognitive overload and have a negative result. This study did not use text-based chats, but rather writing and reading while also underlining conditional target structures. However, when a presentation of the needed material follows the task, it makes the learners pay more attention, and that is how the noticing occurs. This noticing is a part of a mismatch between the native language structure and a target language. The complexity of the task played a positive role, promoted noticing among the participants, and did not result in cognitive overload. Despite the immediate noticing in this study, there is still a lack of proof on the long-term effects of

noticing on language acquisition. Adams (2003) experimented with three groups of Spanish learners, in which the first group repeated the tasks without additional treatment, and the second group repeated the task and compared their original written output to the written reformulated task of native speakers (NS); while the third had a stimulated recall (SR) session after comparing their own writing to those of native speakers. Although analysis of the data indicates that learners did notice the differences between their own essays and those of native speakers, learners who had to write the same story once again after the comparison happened, used significantly more target-like forms during the post-treatment output than the learners of other groups. Adams mentioned that for her study she used a jigsaw task, which included a sequence of eight pictures forming a story. For the pre-test, the L2 learners of Spanish were each given four pictures, which they had to describe to each other in order to reconstruct the story. For the post-test, each student received a sequence of all eight cards to reconstruct the story. This task was adapted from Swain and Lapkin (1998), thus no justification for the choice of this task was made in the article, possibly because the task was adapted from a previous study by Swain and Lapkin (1998).

In their article, Swain and Lapkin (1998) mention that the purpose of their work is to trace the learning through collaborative problem-solving dialogue in a classroom situation (pp. 322-323). The eight pictures, the sequence of which formed a story, were used in a French class to practice reflexive verbs after students watched a video on this grammar material. Other than a description of the task in detail and mentioning the fact that previous studies in the field used collaborative scenarios to achieve learning goals, Swain and Lapkin hardly provide an explanation as to why this particular set of pictures was chosen for their study.

Leeser (2008) examined the learners' production of Spanish past tense morphology, aural

text comprehension, and development of preterit and imperfect usage during the written output that followed a listening task. The researcher divided forty-seven college-level intermediate L2 Spanish speakers into two groups. One group of students (+output) listened to a series of passages and participated in text-reconstruction tasks. The second group (-output) listened to the same texts but answered multiple-choice comprehension questions without reconstructing the texts they heard. The notes the students took during the listening part of the task served as a noticing measure, and writing tasks were used as pre- and post-treatment activities. According to the results of this study, the output group noticed more words, but fewer past-tense forms than the other group. The output group also comprehended more from the texts as well as showed evidence of past-tense development in their writing. Despite the success of the study, Leiser only briefly mentions the fact that text-reconstruction task “consisted of stages similar to those of a dictogloss task (Swain & Lapkin, 2001; Wajnryb, 1990)” (Leiser, 2008, p. 201). There is a slight justification for the listening texts, which were constructed according to the dictogloss guidelines for low intermediate learners (Wajnryb, 1990). The listening texts were also chosen according to their content. Students either watched a video or read a passage on a similar topic before the listening took place. Listening tasks were also included because of the frequency with which the past-tense forms appeared. The reference to the previous research or research guidelines takes away the need to further justify the choice of these particular tasks. The frequency of appearance of the forms practiced in the listening part give enough justification for this choice.

Although researchers see the need for further exploring the noticing hypothesis, they rarely, if ever, notice their own “gap” in providing enough information about the tasks or texts chosen for their experiments. They use general goals for their studies rather than justifying

the choice of the text or a task (Swain & Lapkin, 1998). Some researchers adapt or use the same tasks, which were used in previous research, not to focus the readers' attention on the choice of their tasks (Adams, 2003).

In text-based online chats, the attention of the researchers is focused more on the output. The actual task is rather secondary, since only in spontaneously produced writing it is possible to "notice" the mistakes made or the target vocabulary acquired. Only during more complex activities, which work on developing more than one skill, e.g. listening and writing, does some justification of the chosen tasks occur (Leeser, 2008).

Anderson (2006) mentions the importance of understanding how the human mind works: the art of memorization and recollection, linguistic processes of visualization and retention of these images. Anderson notes people retain information better, when they are most alert. Tomlin and Villa (1994) dedicated their work to attention (Tomlin & Villa, 1994, p. 183), which in their own words, would not be possible to discuss without research in neuroscience. In Anderson's analysis, the stage when people are most alert can appear because of mental imagery, when a person builds connections between familiar concepts and new ones. This very concept became the basis for the content-based approach to teaching foreign languages. O'Malley, Chamot, and Walker (1987) examined Anderson's model with its importance for research in second language acquisition, but without its reference to the content-based approach.

Brinton, Snow, and Wesche (1989) used the cognitive learning theory as an insight for their description of content-based approach. The followers of this approach believe that if students can relate to the information presented, their motivation might result in an easier way to remember complex language structures. Brinton, Snow, and Wesche's work concentrates on students' motivation to retain information because of its practical applications drawn from

stimulating or previously acquired content in language education.

Stryker and Leaver (1997) published a book of case studies in which content-based scenarios were used in teaching languages such as Arabic, Croatian, French, German, Indonesian, Italian, Russian, Serbian, and Spanish. The authors confess that the writing process of this work brought up many questions, including what content to choose, and who is capable of making the decision about the choice of the content that will enhance motivation-driven outcomes. All materials chosen for this book were authentic including texts, video, and audio recordings. The innovative finding of this work is the fact that teachers in the case studies were the creators of their own curriculum, which could be adjusted depending on students who were enrolled in the classes. In order to justify their choice of material, the authors present to the readers case scenarios in which students need to gain accelerated knowledge of the language for specific job opportunities. In the chapter on teaching Russian, for example, the language of official correspondence is used in the lesson for the students who are looking for the opportunities to work in the sphere of international relations. In this way, the content-based instruction is seen as a constantly adjustable tool, which changes entirely depending on the audience of the classrooms. Stryker and Leaver leave the decision on making the choice of materials for content-based instruction in the hands of teachers, because they believe that nobody else knows the students better. However, teachers soon faced the dilemma of choice and started looking for universal material which could be either previously known to the students, and/or could relate to their fields of interests.

Bedtime Stories: Justification for the use of These Texts in Teaching

Shirley Brice Heath (2001) gives a groundbreaking analysis of the ways bedtime stories affect children's ability to succeed in school. Although the author does not give definitions

of bedtime stories in her article and does not relate a bedtime story to a fairy or a folk tale, her study is invaluable in the field of linguistic anthropology and cognitive development. Heath has stated that language and "...*culture* children learn as they grow up [are], in fact, "ways of taking" meaning from the environment around them. The means of making sense from books and relating their contents to knowledge about the real world is but one way of "taking" what is often interpreted as "natural" rather than learned" (p. 343). As it was previously stated, storytelling and sharing the wisdom of previous generations through simple plots is a great experience to give to the young. This experience in relating to the stories, analyzing them, and recognizing the plots or the ideas in the collective wisdom of other cultures is an important universal pillar of success.

Heath compares the traditions of upbringing in three different towns: in Maintown, where she looked at white middle-class neighborhoods, Roadville with a white working-class community and Trackton with a working-class black community. While in Maintown and Roadville storytelling was a regular tradition between adults and their children, in Trackton few occasions elicited storytelling. Maintown and Roadville storytelling experiences differed greatly as well. Even though both communities had it as a tradition, the use of stories and working with them differed.

In Maintown, children were taught how to explain and classify objects encountered through the stories, and also to analyze the texts and give affective comments and reason-explanations for the plot.

In Roadville, the emphasis of the stories was on personal experience. Adults from Roadville did not provide their children with any analytic statements or universal truths through their stories.

In Trackton, there were no bedtime stories at all. Only on very rare occasions would adults do the reading to or with children; while good storytelling was valued, adults mostly encouraged children to talk about events they witnessed.

As a result, Maintown children “give attention to books and information derived from books” and “acknowledge questions about books” (p. 345). When children of Maintown start to talk, they “respond to conversational allusions to the content of books; they act as question- answerers who have a knowledge of books,” “use their knowledge of what books do to legitimate their departure from “truth,” while preschool children “accept book and book-related activities as entertainment,” announcing “their own factual and fictive narratives” and are able to “listen and wait as an audience” (pp. 345-346). Maintown children achieve academic success in not only preschool and the primary grades, but continue to succeed later in life as well.

Since Roadville children do hear the stories, they succeed in preschool, however, without de-contextualization and analysis of these stories, they do not continue to do well after reaching second grade. Heath describes the inability of Roadville children to put themselves in the place of the characters of the stories presented to them for analysis in the upper grades.

Trackton children encounter difficulties in many more situations in their academic lives. Heath writes that Trackton children “seem not to know how to take meaning from reading; they do not observe the rules of linearity in writing, and their expression of themselves on paper is very limited” (p. 358).

From this analysis of the three societies Heath describes it becomes obvious that storytelling plays an important role in the cognitive development of people. Heath’s study can serve as a justification for the choice of folk/fairy tales as they often serve the purpose

of bedtime stories read or told to children. The lack of abilities like listening to a story, analyzing it, or putting oneself in the place of its characters in one's childhood, can prevent one from academic success within his or her own language. It can also limit one's abilities to find analogous plots and grammatical forms in a foreign language. For this very reason, it is important to make sure that the participants of the current study have their early childhood experience very similar to the one of Maintown children from the Heath's article. An inquiry about the early encounter with the folk/fairy tales or bedtime stories should be a part of the pre- test.

Folk Tales as an Instructional Tool in Content-Based Instruction

Haulman (1985), Stuart (1990), and Ebata (2008) all suggested folk tales could be used not only in order to introduce vocabulary and concepts, but also to reinforce follow-up activities, which would allow the students to use the story language, themes, and topics. Ebata writes briefly about the development of materials and what purposes should teachers address in choice and adaptation of the materials. Haulman, however, does not give practical advice on language adaptation for specific purposes or the audience.

Paran (2006) states that it is impossible for a student to acquire a foreign language in isolation. Paran does not mention Gass in the volume. However, Gass's work (1997) appeared in print almost a decade earlier, including a similar idea about the impossibility of using input without interaction in foreign language teaching and learning. Teachers must provide a language environment in which the students may apply their knowledge in order to retain it. Paran does not see literature and language studies separately. In this volume all the case scenarios are based on the use of children's literature, fairy tales, popular songs, popular literature, autobiographies, poetry, and filmed versions of literary works.

Bagg (1991) gives a very extensive outline of fairytale use in foreign language learning through an example of German. Although Bagg concentrates on folk tales and fairy tales in particular, folk tales in general appear to be the center of research in this article. The wide spectrum of adapted folk works includes myths, local legends, saints' legends, children's legends, folk songs, sagas, jokes, and anecdotes. Bagg uses the traditional beginning and ending of folk pieces to teach certain grammatical structures. The grammatical structures presented to the students thus are: numbers, diminutives, comparatives and superlative degree adjectives, vocabulary describing gems and special metals. Although Paran and Bagg used particular works for specific teaching purposes, there is no categorization used to refer to the texts, other than pieces of folk literature.

Not many authors choose to talk about disadvantages of using folk tales in teaching foreign languages. Among those who do is Obergfell (1983), who along with the advantages of using folk tales in French classroom mentioned the disadvantages as well. She writes about the fact that Perrault fairy tales will not reflect socio-economic conditions of modern France. In spite of this fact, Obergfell sees the invaluable amount of references to the national values in French folk tales. She also states that with such references it is possible to trace the development of such values, which builds on the motivation within students and teachers.

Taylor (2000) does not mention the disadvantages of using folk tales in teaching foreign languages. However, the author does talk about the perception of the folk tales by adult learners in a foreign language classroom. Taylor states the importance of folk tale relevance to the adult learners; otherwise, its use cannot be justified. Students should feel comfortable with the idea of re-visiting the known concepts in folk tales, adding new linguistic and cultural norms to their knowledge.

Categories of Tales

In spite of the variety of literature available on the importance of folk tales in content-based foreign language instruction, none of the authors differentiates among the folk tales. At the beginning of the twentieth century, Antti Aarne (1867-1925) and Stith Thompson (1885-1976) categorized folk tales according to their structure and themes. Dundes (1997) in his critique of this categorization provides a brief history that follows Aarne-Thompson's work. The critique is based on the lack of detailed definitions of the themes. Dundes states that later works could not justify applying one tale to a specific category thematically because of the vast variety of themes within a tale. Although thematically the exact definition of the folk tales may vary, the classification of the tales by their structural components may be more accurate.

Thompson (2006) provides the definition of such tales. He called them "tales with formulaic framework... that contain a minimum of actual narrative." Thompson mentions that in order to create this kind of story, one could simply use a specific order of words, which will make the narration possible. Sometimes, the formula framework allows multiple repetitions by several narrators, which brings the plot to a complete "round." Such tales, according to Thompson, are closer to folksongs, rather than folk tales. He stressed the readers' attention to the cumulative and repetitive nature of such tales that can be amusing to children and, in Thompson's words, "those who never grow up" (Thompson, 2006, p. 234).

Are Tales for Kids Only?

There is a wide variety of literature that allows teachers to choose the folk tales to use in the foreign language classroom with younger audiences. Ghosn (2002) presents to the readers the strengths of the use of folk tales in general for young learners of a second language. The author mentions motivation as the main basis for the argument that folk tales develop young

thinkers in first and second languages alike. Ghosn also mentions that aside from foreign language acquisition, children gain intercultural awareness and tolerance for diversity through folk tales.

Formula tales because of their repetitive nature are also mainly used to teach a foreign language to children and not young adults or adults. Wu (2008) presents many ways of using a cumulative formula tale in the English as a Second Language (ESL) classroom. Although the author mentions that in Taiwan teachers use those tales in teaching students of different ages, the work is mainly based on teaching small children. The works closest to Wu's work are Appelt (1985), who wrote about the use of picture books in teaching English as a second language (ESL) to older students, and Reid (2002), whose work is based on the use of young adult and children's literature in ESL classroom.

Summary

Research has indicated that in order to achieve optimal results in a language-learning environment, educators must decide which instructional material to utilize for second or foreign language learners. When contemplating which material to use, educators should promote "noticing" to their students through carefully chosen input. They must justify their choice by stating what they expect to be practiced through a task or a text. Teachers must know their students' backgrounds and their interests well in order to create the possibility of "an alert moment" for the learners to better retain the information gained. Content-based instruction often includes folk/fairy tales as a main component of the successful presentation or practice of the target language forms.

The folk tale is a complex and multifaceted phenomenon of popular culture. It can be studied through various disciplines. The folk tale represents history and wisdom of

generations and is a vivid manifestation of the folk culture of each nation. It contains a simple plot, images, and situations that are reflected in the names of characters, the names of animals and plants, and the site of action in the original language of traditional formulas. National character is determined by its life, ceremonies, working conditions, folk traditions, and a poetic view of the world in particular.

The most important factors of each tale are its traditional language and definable structure. The current work is based on particular varieties of a folk/fairy tale formula provided by Aarne-Thompson's classification index: chain tales and endless tales. The plot of each tale is defined through traditional formulas associated with all levels of the genre. Formulas differentiate tales from just a simple depiction of reality keeping the relationship between storytellers and their audiences. Thus in chain and endless tales the repetition is often expected. Formulas help define images of tale's characters, their appearance, and personality as parts of a constant action linking episodes of a tale together. Formulas are a vivid expression of the culture. They reflect a culturally constructed perception of the world and national character. Therefore, learning the language of folk texts from linguistic and cultural points of view specificity requires a systematic analysis of traditional formulas.

In terms of its contents, a formula also represents a wide range of different phenomena that is often repetitive in nature. These phenomena include comparisons, idiomatic expressions, and lexical and syntactic repetitions. They formed and crystallized during centuries of oral transmission, and now are reproduced in their finished form. These repetitions of individual words and scenes, scenes and situations can be considered the rules of folk text construction and organization from which the subsequent national literary tradition then evolved.

An analysis of traditional formulas of Russian folk tales can be seen as a step towards

a consistent comparison of linguistic resources and folk traditions in general that will help provide deeper understanding of the national character, mentality, customs and aesthetic conceptions of Russian people.

A special attention must be paid to the use of grammatical forms in the repetitions of such formula, which may be practiced and retained by foreign language learners. Through Thompson's categorization of tales according to their structure, new possibilities for teaching through repetition and addition to what was previously repeated become available. Many authors observe other advantages for teaching a foreign language through the use of tales as they teach multicultural awareness and international tolerance. Many authors use the structure of formula tales in their foreign language classrooms when they teach children. Some researchers focus their attention on teaching foreign language to children through folk tales, while others use these texts to work with adults. However, there is a lack of research on the use of formula tales in teaching a foreign language to college students. There is also a lack of research on college students' background in relation to their knowledge of and their attitudes toward folk/fairy tales. The purpose of this study is to fill in this gap in the literature.

CHAPTER III

RESEARCH METHODOLOGY AND DATA COLLECTION

Design of the Study

Using a mixed methodology research design, students completed a survey at the beginning of the fall semester of 2015, which included both Likert-based and open-ended questions. All students were enrolled in an Intermediate level course for different reasons: in order to complete a foreign language requirement, in order to receive a minor and even to receive a major in Russian language and literature. Since the reasons behind the language choice of the participants varied, it was crucial for the researcher to find out what they are. The data showed additional motivational factors, which influenced the learners to perform at a specific level. The survey instrument for this purpose was an adapted nineteen-item questionnaire developed by Geisharik (2010). Geisharik developed it in order to determine learner motivation among heritage and non-heritage learners of Russian and talked about two types of student motivation: ‘integrative orientation’ and ‘instrumental orientation.’ The first type of motivation stood for students’ desire “to integrate into the culture and society of the language group,” while the second stood for students’ desire “to achieve instrumental goals (Geisharik, 2010, p. 11), like continuing education in the field and other professional growth. The following questions focused on instrumental orientation: 2, 3, 4, 6, 8, 10, 12, 14, 16, and 18. Other questions focused on integrative orientation: 1, 5, 7, 9, 13, 15, and 17, 19. Questions 11 and 19 were general information questions, which were not considered during the analysis.

The reason behind the choice of this questionnaire for the current study was to find out what were the motivational factors behind the students' choice to learn Russian and whether these factors were different for the experimental and for the control groups. The questionnaire originally consisted of twenty possible reasons for students to be taking a Russian course, however, Geisherik shortened the original list of questions for the purposes of her study. This research included the nineteen-item version.

Age: _____ G.P.A.: _____ Gender: _____
 Grade in the last English class taken: _____ Grade in the last Russian class taken: _____
 Level: _____
 Are you a heritage learner: Yes _____ No _____ University: _____

Questionnaire Orientations to Learning Russian

Please rate the following statements from 1 to 5 (where 1 is “strongly agree” and 5 is “strongly disagree”) as they reflect your personal motivation in taking Russian language courses. Please note: while some statements may look alike, all of them differ slightly from one another. So please consider each statement separately from others.

Circle the numbers. At the top left corner write the highest level of Russian you have taken or intend to take in the near future.

- | I took/intend to take the Russian language course: | Strongly
disagree | | | | | Strongly
agree |
|---|----------------------|---|---|---|---|-------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| 1. To find out how people live in Russian-speaking areas. | | | | | | |
| 2. Because it is necessary for my future education plans
(in receiving a major in Russian) | | | | | | |
| 3. Because it is necessary for my future education plans
(in receiving a minor in Russian) | | | | | | |
| 4. Because it is necessary for my future education plans
(in completing a foreign language requirement). | | | | | | |
| 5. To travel to Russia (or the former Soviet Union) for
personal reasons. | | | | | | |
| 6. To travel to Russia (or the former Soviet Union) for
business reasons. | | | | | | |
| 7. To become a member of the Russian-American community. | | | | | | |
| 8. Because it will be useful someday in getting a good job. | | | | | | |
| 9. To help me better understand Russian-Americans and
their way of life. | | | | | | |
| 10. Because it is necessary for my future career. | | | | | | |
| 11. To make me a more knowledgeable person. | | | | | | |
| 12. To help me be successful in business. | | | | | | |
| 13. To meet some Russian people. | | | | | | |
| 14. Because it will be useful to me after I leave school. | | | | | | |
| 15. To gain good friends more easily among Russian-
speaking people. | | | | | | |
| 16. To become an influential member of my community. | | | | | | |
| 17. Because other people will respect me more if I
have knowledge of another language. | | | | | | |
| 18. To get a job where I could use my Russian. | | | | | | |
| 19. To acquire new ideas and broaden my outlook. | | | | | | |

The questionnaire used a five-point scale by which students indicated how much they agreed with each item: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, and 5= strongly agree. Geisler (2010) worded all the items on this questionnaire, except for items #2, #3 and #4, where specifics were added (major, minor, foreign language requirement). All items were worded positively. This survey was administered online through the University of Mississippi sponsored online Qualtrics software. The following table represents the results of the ranking of motivation types in control and experimental groups:

Table 4. Control Group. Ranking of motivation types

Q#	Integrative Orientation		Q#	Instrumental orientation	
	Mean	Median		Mean	Median
1	4	4	2	5	5
5	5	5	3	4.67	5
7	4	4	4	4.86	5
9	4	4	6	4.93	5
13	4	4	8	5	5
15	5	5	10	5	5
17	4	4	12	4	4
			14	4	4
			16	5	5
			18	5	5
	Average = 4.29			Average = 4.75	

Table 5. Experimental Group. Ranking of motivation types

Q#	Integrative Orientation		Q#	Instrumental orientation	
	Mean	Median		Mean	Median
1	4	4	2	3.06	3
5	4	4	3	4.41	4
7	3.06	3	4	4.34	4
9	4.72	5	6	2.84	3
13	4.47	4	8	4.94	5
15	4.72	5	10	4.75	4
17	4.69	5	12	4.69	5
			14	4.94	5
			16	3.03	3
			18	4.09	4
	Average = 4.24			Average = 4.1	

Table 6. Average motivation rankings:

	Control	Experimental
Integrative orientation	Average mean score = 4.29	Average mean score = 4.24
Instrumental orientation	Average mean score = 4.75	Average mean score = 4.1

Although Geisherik admitted that the possible findings in her own work, as well as any study with a small sample size, could be limited, and that it might be hard then to talk about well-defined patterns of student motivation. This questionnaire showed the general tendencies of student motivation. It also provided information about all the students participating in the research.

This study also utilized the following open-ended qualitative questions, which were only distributed to the students in the three experimental groups. Questions 1 and 2 were included in the survey, while questions 3, 4 (a) and 4 (b) were asked as follow-up questions during Skype meetings with the researcher and the volunteer students after the study:

1. Were you introduced to the folk/fairy tales in your native language?
2. What are your attitudes toward the use of folk/fairy tales in a foreign language classroom?
3. Does re-visiting the folk/fairy tales as adults have a positive impact on acquiring the language?
4. (a) Does the use of the formula tales help in remembering grammatical material better?
(b) Does the use of the formula tales help in understanding Russian culture?

The study also included a quasi-experimental design, which compared groups of Intermediate level students of Russian taught through the use of formula tales and groups of students taught using only textbooks. Since the study involved convenience sampling rather than random sampling a quasi-experimental design was necessary (Creswell, 2009). The students selected for this study were enrolled at four-year public universities, as well as private universities. All the students were given a pre-test on intermediate grammar material, which included: cases of the nouns with and without prepositions, the past tense of Russian verbs, as well as the aspects of the Russian verbs. Three universities shared three videos

on Russian grammar using formula tales, while three others followed their curriculum without additional practice through the formula tales. The post-test was administered on the same grammar material in a week in all six universities, and the scores of all students were compared. The research examined whether a statistically significant difference in student performance was present when students practiced Russian grammar through the formula tales. This section describes the population, sample, and participants of the study. In addition, the selection of the respondents, the construction of the final text and the attitudinal data analysis is also discussed.

Population, Sample, and Participants

The target population for this study consisted of the students of Intermediate Russian who were enrolled at six universities in the United States during the 2015-2016 school year. The pilot was administered in the spring of 2015 as a grammar review in two separate groups of two universities as a preparation for the final test. All the participating universities were selected based on the Russian program, as well as the length of the students' stay within the program before their Intermediate course. A convenience sampling method was used to select the participants. The population consisted of all students of Intermediate Russian enrolled at the selected U.S. universities. The graphic representation of the participants is in the Table below:

Table 7. The number of participants by university.

Experimental	Control Group
University A n=16	University D n=7
University B n=27	University E n=10
University C n=6	University F n=11
Total n=49	Total n= 28

(*n=number of participants)

Pre- and Post-tests

To measure students' achievement and perceptions of the new method used, the researcher created a pre-test and a post-test as well as a list of qualitative questions for the experimental group to be used to address the hypotheses of this study. The pre-test and post-test were based on the proficiency guidelines provided by American Council on The Teaching of Foreign Languages (ACTFL) and the test preparation for certification book in Russian as a foreign language, "Tests, Tests, Tests..." published by *Zlatoust*. The tests included questions on grammar and understanding of basic vocabulary. The tests consisted of fifteen questions, nine of which were based on common students' grammar errors, while six actually tested the target grammar. Only the answers to the target six questions were taken into consideration for this study (see Appendix I and II). The questions on target grammar are in bold to highlight the questions taken into consideration for grading. The questions were not bolded for students. Both tests, pre-test and post-test, were chosen as preferred instruments for this study because they help identify the students' linguistic base at the beginning of the studied material and after this material was introduced. Formula tales were used only at three universities as additional practice material, and no content material from the formula tales was included in tests. The instructors at all participating universities agreed to cover the same material and stated the same objectives for the week.

A cross-sectional survey was used in this study with the data collected at one point in time (Creswell, 2009). The survey was distributed using Qualtrics software. This program allows not only the raw data to be collected, but also provides partial analysis that can later be included in the most current version of the Statistical Package for the Social Sciences (SPSS) for the full analysis.

The survey instrument was not tested since it was adapted from the instrument developed by Geisherik (2010). The tests, however, were analyzed for content validity by all six participating experts in the field of Russian comprised of licensed instructors and professors of Russian as a foreign language in the United States. The reliability of the instrument was measured using a pilot study and a test/re-test comparison. The subjects for the pilot study consisted of the students of two separate groups at the participating universities in the spring of 2015. The success of the pilot study determined the possible need for adjustments to the study during the fall of 2015. The responses from the pilot study were used to assess clarity, wording, and the structure of the instrument.

Procedure

Before any testing, approval for this study was obtained from the University of Mississippi Institutional Research Board (IRB) (see Appendix III). A panel of experts agreed on the pre-test and the post-test. The pilot study was conducted. Once the pilot study was conducted and the instrument was validated for reliability, this researcher revised both instruments based on feedback from the pilot study group. A notice of voluntary participation, as well as a letter explaining the purpose of the study, was emailed to the participating instructors of Russian (see Appendix IV). After the instructors agreed to participate in this quasi-experiment, the developed video-tutorials were emailed as well as a link to the survey to each of the participants in the experimental groups (see Appendix V). The instructors of the experimental groups also received additional qualitative questions along with the calendar of dates available to conduct follow up interviews with volunteer students. The data from the post-tests along with the data from the surveys were entered into the most current SPSS database.

Hypotheses

Null Hypothesis One: There is no significant difference in the students' achievement scores by method (practicing grammar through the formula tales versus through textbook exercises only). **Alternative Hypothesis One:** There is a significant difference in the students' achievement by method.

Null Hypothesis Two: There is not a statistically significant relationship between the students with prior knowledge of folk tales and their attitudes toward revisiting folk tales at the university level.

Alternative Hypothesis Two: There is a statistically significant relationship between the students with prior knowledge of folk tales and their attitudes toward revisiting folk tales at the university level.

Null Hypothesis Three: There is no significant difference in the students' attitudes by factors (students' age, gender, G.P.A., grade in the previous English class taken, grade in the previous Russian class taken, etc.).

Alternative Hypothesis Three: There is a significant difference in the students' attitudes by factors (students' age, gender, G.P.A., grade in the previous English class taken, grade in the previous Russian class taken, etc.).

Statistical Test and Data Analysis

For Hypothesis One, the dependent variable was the students' achievement scores continuous data, while the independent variable was method categorical: a) two types of formula tales to practice vocabulary and grammar and b) textbook exercises. Since the difference is of interest for this part of the study, a two-tailed t test was needed (Creswell, 2009). The data from Hypothesis One was analyzed using a t-test, which evaluated statistical significance,

students' growth/achievement. To determine statistical significance for the achievement scores, the collected data were entered into SPSS.

For Hypothesis Two, the independent variable consisted of attitudes of the students (positive, neutral or negative), and the dependent variable consisted of the presence or absence of prior knowledge of folk tales.

The data from qualitative question 2 regarding attitudes was sorted into a contingency table. It was later analyzed using a two-way chi-square test for frequencies. Hinkle, Wiersma, and Jurs (2003) define the chi-square distribution as a tool to analyze frequencies or nominal data. For this study the researcher used a two-way chi-square test that measures the association between the independent variable and the dependent variable by comparing observed frequencies of events with expected frequencies of events, according to Hinkle et al. (2003).¹

In this study, the independent variable was continuous the number of positive attitudes toward the use of folk tales at the university level. The dependent variable was the presence or absence of prior knowledge about folk tales the data from the answers to the qualitative question 1. The dependent variable will be categorical. There were two possible categories the dependent variable could fall into: (1) the presence of prior knowledge (PK), and (2) the absence of PK.

¹ The chi-square test statistic, modified slightly from Hinkle et al. (2003), can be mathematically represented in the following way:

Table 8. Example of Data

Structures Raw Data

	POSITIVE ATTITUDES	NEUTRAL ATTITUDES	NEGATIVE ATTITUDES	Total
Students with PK				
Students without PK				

Table 9. Excerpted SPSS Entry Data.

Excerpted SPSS Entry Data		
Students	PK Status	Attitudes
1	1	1
2	1	1
3	1	1
4	1	1
5	1	1
6	1	1
7	1	1
8	1	2
9	1	2
10	1	2
11	1	2
12	1	3
13	1	3
14	1	3
15	2	1
16	2	1
17	2	1
18	2	1
19	2	1
20	2	1

Group Designations:Student's Prior Knowledge Status:

1 = PK

2 = No-PK

Attitudes:

1=positive; 2=neutral, 3=negative

For Hypothesis Three, One-way ANOVA was used to find out whether there was a relationship between students' attitudes toward folk tales and different factors, such as their G.P.A. grades, age, or gender. ANOVA is the extension of the independent t-test, where K independent groups are compared, and where K is greater or equal to 2 (Creswell, 2003). G.P.A. grades, age, and gender will be representatives of K groups.

All hypotheses were tested at the 0.05 significance level. If the level of significance fell 0.05 or lower, the hypotheses were rejected.

CHAPTER IV

DATA COLLECTION AND ANALYSES

The purpose of this study was to see if practicing grammar through the use of formula tales was beneficial to learners of Russian as a foreign language, and whether the tales had a better effect on students' memorization of grammatical forms than other exercises. The study also included the students' motivation as well as their attitudes toward the use of folk tales in the foreign language classes at the college level. It also examined whether demographic variables such as age, gender, current G.P.A., grades received in previous Russian and English classes, or an existence of prior knowledge of the folk tales affected students' attitudes.

To evaluate the effectiveness of the instruments, the pilot took place in the spring of 2015, which included four universities. A slight change in the post-test was made after the pilot. All the participating instructors of Russian agreed that it was necessary to add a line within the post-test for experimental groups to sign in order to confirm the fact that they watched all the required tutorials before taking the post-test. Multiple data sets, including students' Skype responses, were collected to allow for triangulation and verification of responses between and among program participants. Pre- and post-tests provided insight into the participants' understandings of the grammatical material. To satisfy requirements of the Institutional Review Board (IRB) at the University of Mississippi and the participating institutions of higher education, informed consent statements were sent to all participants and participant-instructors prior to the study's administration.

Students' names were not to be released and demographic data were to be reported only in the most general terms to avoid identification of an individual student's responses. Students were assigned random numbers to protect confidentiality of demographic data in the event that a secondary researcher or transcriber was used. The primary researcher, however, had access to a master database that allowed for the arrangement of necessary follow-up Skype interviews to clarify or expand students' responses. The primary researcher, a graduate teaching assistant in Russian at the University of Mississippi, worked for the University of Mississippi's Department of Modern Languages during the spring and fall of 2015. During the 2014-2015 and 2015-2016 academic year, job responsibilities included work on the recruitment, application, and selection phases of the study. The researcher had access to both student and instructor participants throughout the week.

Evaluation instruments for the experiment were reviewed and screened by participating university instructors before they were administered to participants. All student evaluation instruments are in Appendices I, II, and IV. In an effort to assess differences in student self-reported knowledge and understanding of the material practiced and tested, pre- and post-tests differed slightly to reflect completion of practice through textbook only for control groups or through the online tutorials for experimental groups. However, the types of questions remained the same.

Demographic Description of the Sample

A total of seventy-seven students enrolled in Intermediate Russian courses at six participating universities took part in the study. All the participants had at least two semesters of Elementary Russian classes and had a similar amount of language contact hours with

their teacher. Students' ages ranged from 18-34 years; the mean age was 21 with standard deviation of years and there were three outliers: a 31-, a 32- and a 34-year-old. Approximately forty-three percent of the participating students were female, while fifty-seven percent were male. Five students (6.5%) did not provide information about their G.P.A. The mean G.P.A. of the seventy-two students who provided this information was 3.469.

Seventy students provided the information about their grade in their last English class taken. The ones who did not provide this information stated that they either did not take any English classes in college, or they took English too long ago to remember the exact grade they received. Out of seventy respondents, sixty (85.7%) had a grade of A (which ranged from A+ to A-), six (8.6%) had a grade of B (ranging from B+ to B-), and only four (5.7%) had a grade of C (ranging from C+ to C).

Seventy-one participants (92.2%) responded to the question about their grade in a previous Russian class taken. Fifty-five participants (77.5%) had a grade of A (ranging from A+ to A-); eleven (15.5%) had a grade of B (ranging from B+ to B-); four (5.6%) had a grade of C (ranging from C+ to C-), and only one student (1.4%) had a D+. The full demographic description of the students can be found in the tables below. **Table 10** gives a description of all student participants, while **Tables 11 and 12** represent experimental and control group respectively.

Table 10. Demographic Information of All Students Participating in This Study (n=77)

Demographic categories	Number of the answers provided	Percent	Mean	Median
Age				
18-19	22	28.6%	18.81	19
20-21	36	46.75%	20.33	20
22-23	10	12.98%	22.5	22.5
24-25	1	1.3%	25	25
26-27	2	2.59%	26	26
28-29	3	3.89%	28	28
Over 29	3	3.89%	32.33	32
Gender				
Female	33	42.86%		
Male	44	57.14%		
University G.P.A.	72	93.5%	3.469	3.6
Grade in the last English class taken	70	90.9%		
A+ to A-	60	85.7% out of 70 answers provided	A	A
B+ to B-	6	8.6%	B	B
C+ to C-	4	5.7	C	C
D+ to D-	0			
Grade in the last Russian class taken	71	92.2%		
A+ to A-	55	77.5%	A	A
B+ to B-	11	15.5%	B	B
C+ to C-	4	5.6%	C	C
D+ to D-	1	1.4%	D+	D+

Table 11. Demographic Information of the Students from Experimental Groups Participating in This Study (n=49)

Demographic categories	Number of the answers provided	Percent	Mean	Median
Age				
18-19	18	36.8%	18.88	19
20-21	21	42.9%	20.33	20
22-23	7	14.3%	22.42	22
24-25	0			
26-27	0			
28-29	2	4%	28	28
Over 29	1	2%	34	34
Gender				
Female	18	36.7%		
Male	31	63.3%		
University G.P.A.	44	89.79%	3.358	3.345
Grade in the last English class taken	43	87.75%		
A+ to A-	35	81.4% out of 43 answers provided	A	A
B+ to B-	4	9.3%	B	B
C+ to C-	4	9.3%	C	C
D+ to D-	0			
Grade in the last Russian class taken	44	89.79%		
A+ to A-	32	72.7%	A	A
B+ to B-	7	15.9%	B	B
C+ to C-	4	9.1%	C	C
D+ to D-	1	2.3%	D+	D+

Table 12. Demographic Information of the Students from Control Groups Participating in This Study (n=28)

Demographic categories	Number of the answers provided	Percent	Mean	Median
Age				
18-19	4	14.3%	18.5	18,19
20-21	15	53.6%	20.33	20
22-23	3	10.7%	23	23
24-25	1	3.6%	25	25
26-27	2	7.1%	26	26
28-29	1	3.6%	28	28
Over 29	2	7.1%	31.5	31, 32
Gender				
Female	15	53.6%		
Male	13	46.4%		
University G.P.A.	28	100%	3.64	3.7
Grade in the last English class taken	27	96.4%		
A+ to A-	25	92.6% out of 27 answers provided	A	A
B+ to B-	2	7.4%	B	B
C+ to C-	0			
D+ to D-	0			
Grade in the last Russian class taken	27	96.4%		
A+ to A-	23	85.2%	A	A
B+ to B-	4	14.8%	B	B
C+ to C-	0			
D+ to D-	0			

In the control group, the average G.P.A. of students is 3.7, while in the experimental group, average G.P.A. is 3.4. The number of A-s received in the previous Russian class differs as well: in control group 85.2% of students had A-s, while in the experimental group, 72.7% of students had A-s. Since the experimental group had a larger number of participants, a wider range of grades as well as G.P.A.-s was expected. Both control and experimental groups included two public and one private four-year university. Each group also included one university where Russian language was offered as a major and two universities where Russian was offered as a minor.

Quantitative Results

As advised, the IRB of all participating universities received an email which contained the following documents: 1) information about current research, 2) the research timeline, 3) the application submitted to the IRB at the University of Mississippi, 4) the exemption received from the IRB at the University of Mississippi, 5) a number of recruitment forms for the instructors, as well as students of Intermediate Russian classes, and 6) The Collaborative Institutional Training Initiative (CITI) completion report qualifying the researcher to conduct an experiment involving human subjects. Most participating universities accepted the exemption received at the University of Mississippi and did not require the researcher to go through a similar process at their institutions, while one asked the researcher to apply for the exemption from the IRB at its university. Since new applications and phone interviews were required by some of the universities, the original timeline was modified to meet the additional requirements. Instead of conducting an experiment in the spring of 2015, only the pilot took place then. The experiment had to be moved to the fall of 2015. All IRB approvals were received before the pilot and the experiment took place. The respective department chairs of all participating universities were also contacted and notified of the intentions of the researcher to collect data from the students enrolled in Intermediate Russian courses at their universities. Some department chairs even offered their assistance in serving as a research sponsor for the current research on the campus of their university to comply with the requirements of their IRB.

In the fall of 2015, all participating universities received a recruiting email from the researcher, inviting them to participate in the study. In order to express their interest to participate, Russian instructors responded to the email of the researcher stating whether they

preferred to participate as an experimental or as a control group. All the participating instructors then received a recruitment email they had to share with the students of Intermediate Russian. After the informed consent forms were signed and willingness to participate in the study was confirmed, all participating instructors agreed on the dates of the experiment. The pre- and post- tests were mailed or emailed to the instructors depending on their preference, while the link with the survey instrument was shared through Qualtrics software and by email. All the instructors received a prepaid return envelope to mail the tests back to the researcher. Only instructors of the experimental groups received the links with the three tutorials to be shared with students during one week of classes. At the beginning of the week, all participants took the pre-test. While students of the experimental group received homework to watch three tutorials in addition to their regular homework, the students of the control group did not receive any additional homework. At the end of the same week, all the students of the participating universities took a post-test.

The purpose of this study was to find out whether practicing grammar through the use of formula tales is more beneficial than practicing grammar through regular textbook exercises.

Null Hypothesis One: There is no significant difference in the students' achievement scores by method (practicing grammar through the formula tales versus through textbook exercises only). **Alternative Hypothesis One:** There is a significant difference in the students' achievement by method.

A paired (dependent) t-test was used to analyze the difference between the scores received during the post-test in comparison to the scores received during the pre-test, since the difference between two related (repeated) variables was measured (Creswell, 2009).

The following assumptions were taken into consideration before the t-test:

- 1) Dependent variables (achievement scores) are measured on a continuous scale (exam performance is usually measured from 0-100, in the current study from 0-6 the answers to the target questions);
- 2) Independent variables consist of two categorical groups, “matched pairs,” which indicate that the same subjects are present in both groups. Since each subject needed to be measured on two occasions, students who took only pre-test or only post-test were eliminated from the list of participants;
- 3) There are no significant outliers in the differences between the two related groups;
- 4) The distribution of the differences in the dependent variable between the two related groups is approximately normally distributed.

After data were collected, they were entered into the SPSS. The output results are listed below:

Table 13. T-test results.

Group		Mean	SD	T	DF	P
Experimental	Post-	2.96	1.719	3.142	48	0.002877
	Pre-	2.33	1.663			
Control	Post-	4.57	1.317	3.315109	27	0.002619
	Pre-	3.93	1.72			

In the control group, $t(27) = 3.315109$, $p = 0.002619$, and $p < 0.05$. There is a significant difference in scores between the pre- and post-test, which means that students in the control

group gained a good amount of knowledge during the week of practice through textbook exercises. In the experimental group, there was a significant growth of knowledge as well; the results are the following: $t(48) = 3.142$, $p = 0.002877$, and $p < 0.05$. There is strong evidence of statistically significant improvement of students' scores after practicing grammar through the formula tales. After comparing the p values of both groups, the researcher can conclude that students in the experimental group learned at a statistically significant rate and 0.01 better than students in the control group. According to these results, the null hypothesis cannot be rejected, since the difference in the p value between two groups was not statistically significant.

After the tests, students in all the participating universities were asked to fill out the online survey, which served several purposes. The first purpose of the survey was to collect data on students' attitudes toward the tales as a tool used to practice grammar in the university level classes. This instrument also allowed the researcher to match students' attitudes to their prior knowledge of folk tales. In order to find out about prior knowledge, the survey included the question about students' early encounters with folk tales. The majority of students (61) were introduced to the folk tales as children, while 16 of them were not. Even though not all students were familiar with folk tales from an early age, there were no negative attitudes expressed in the survey in regards to using them at the college or university level. Initially, the researcher had an expected group of negative responses for the analysis, but, after the data were collected, this group was eliminated from the analysis.

Null Hypothesis Two: There is not a statistically significant relationship between the students with prior knowledge of folk tales and their attitudes toward revisiting folk tales at the university level.

Alternative Hypothesis Two: There is a statistically significant relationship between the

students with prior knowledge of folk tales and their attitudes toward revisiting folk tales at the university level.

For Hypothesis Two, the independent variable consisted of attitudes of the students (positive, neutral or negative), and the dependent variable consisted of the presence or absence of the prior knowledge of folk tales.

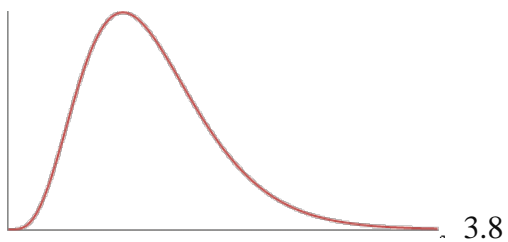
The data from qualitative question 2 was sorted into a contingency table. It was later analyzed using a two-way chi-square test for frequencies.

In this study, the independent variable was continuous the number of positive attitudes toward the use of folk tales at the university level. The dependent variable was the presence or absence of prior knowledge about folk tales the data from the answers to qualitative question. The dependent variable was categorical. There were two possible categories the dependent variable could fall into: (1) presence of prior knowledge (PK), and (2) absence of PK.

Table 14. Data Structures. Raw Data

Status	Positive	Neutral	Total
PK	54	7	61
NPK	11	5	16
Total	65	12	77

Since there were no negative attitudes, degrees of freedom also changed for this analysis, according to the formula: $df = (r-1)(c-1) = (2-1)(2-1) = 1$. Since Chi square is positively skewed distribution, at $\alpha=0.05$, could reject Null Hypothesis 2 if $x^2 > 3.841$.



The distribution is summarized in the following table:

Table 15. Chi-square distribution.

Category	Fo	Fe	fo-fe	$(fo - fe)^2$	$\frac{(fo - fe)^2}{fe}$	/R/
PK Positive	54	51.5	2.5	6.25	0.12	0.34
PK Neutral	7	9.5	-2.5	6.25	0.66	-0.81
NPK Positive	11	13.5	-2.5	6.25	0.46	-0.68
NPK Neutral	5	2.5	2.5	6.25	2.5	1.58
Total	77	77	0		$X^2 \sim 3.76$	

Table 16. SPSS Output

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
EpriorKnowledge Attitudes	77	100%	0	0.0%	77	100%

EpriorKnowledge * Attitudes Crosstabulation

	Attitudes		Total
	1	2	
EpriorKnowledge 1			
Count	54	7	61
Expected Count	51.5	9.5	61.0
Count			
Residual	2.5	-2.5	
Std. Residual	.3	-.8	
2			
Count	11	5	16
Expected Count	13.5	2.5	16.0
Count			
Residual	-2.5	2.5	
Std. Residual	-.7	1.6	
Total Count	65	12	77
Expected Count	65.0	12.0	77.0

Chi-Square Tests

	Value	Df	Asymp.Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.768	1	.052	.113	.066
Continuity Correction	2.414	1	.120		
Likelihood ratio	3.290	1	.070		
Fisher's Exact Test					
Linear-by-Linear Association	3.719	1	.054		
N of Valid cases	77				

Since Pearson Chi-Square from the output is $\chi^2 \sim 3.76 < 3.841$, the researcher failed to reject Null Hypothesis 2. There is no statistically significant relationship between the prior knowledge of the folk tales and the attitude toward them. The post-hoc allowed the researcher to look at the groups that contributed more to the results received during the Chi-Square analysis: **Table 17. SPSS Output on the contributing groups.**

PK Positive	observed more than expected	54 vs. 51.5
NPK Neutral	observed more than expected	5 vs. 2.5
PK Neutral	observed less than expected	7 vs. 9.5
NPK Positive	observed less than expected	11 vs. 13.5

From the statistical evidence of the Chi-Square analysis, researcher can conclude that there is no statistically significant relationship between students' prior knowledge of folk tales and their attitudes toward them. Despite the fact that sixteen students were not introduced to the folk tales in their childhood, there were sixty-five positive attitudes toward folk tales in the university classes, and none was negative. This supports the fact that folk tales can be invaluable resource at all levels of education.

The purpose of the current research was also to find out whether other factors influenced students' attitudes toward the folk tales:

Null Hypothesis Three: There is no significant difference in the students' attitudes by factors (students' age, gender, G.P.A., grade in the previous English class taken, grade in the previous Russian class taken, etc.).

Alternative Hypothesis Three: There is a significant difference in the students' attitudes by factors (students' age, gender, G.P.A., grade in the previous English class taken, grade in the previous Russian class taken etc.).

One-way ANOVA was used to find out whether there was a relationship between students' attitudes toward folk tales and different factors, like their G.P.A., their grades in previous English and Russian classes, age, or gender. ANOVA is the extension of the independent t-test, where K independent groups are compared, and where K is greater or equal to 2 (Creswell, 2003). G.P.A. grades, age, and gender will be representatives of K groups.

All hypotheses were tested at the 0.05 significance level. If the level of significance fell 1.5 or lower, the hypotheses were to be rejected.

Qualtrics software allows different reports on the collected data sets. Each question could have been analyzed from various points of view and the questions can be matched for the reports needed. The researcher was allowed to obtain data about the attitudes of students and to match their answers to their age, gender, grades in English and Russian classes, as well as their G.P.A. with the help of the software. Some of the answers were omitted by the students who took the online survey. In the SPSS those answers were represented as a zero for G.P.A. and grades. For age and gender categories, the students who did not answer the questions were eliminated from the analysis.

First, the relationship of attitudes and gender was tested. The following chart gives an overview of the data received when paired gender of students with their attitudes to the tales.

For ANOVA

Table 18. Attitude
distribution

Gender	Positive Attitude	Neutral Attitude	Total
Male	36	8	44
Female	29	4	33
Total	65	12	77

Male participants were coded as number one, while female participants were coded as number two. The assumptions for the One-Way ANOVA test are the same as for the t-test: independence, normality, and homogeneity of variance. In order to check homogeneity of variance, Levene's result is necessary: if $\text{Sig.} > \alpha$, where $\alpha=0.05$, the homogeneity of variance is met. From the SPSS output, $\text{Sig.} = 0.350$, which is greater than $\alpha=0.05$. The homogeneity of variance was met.

Table 19. Test of Homogeneity of Variances 1.

Levene Statistic	df 1	df 2	Sig.
.884	1	2	.350

Attitudes

After checking the assumptions for the test, a report of the following results is

possible: $F(1, 75) = 0.216, p=0.644$

Table 20. ANOVA 1.

	Sum of Squares	df	Mean Square	F	Sig.
Between groups	.027	1	.027	.216	.644
Within groups	9.402	75	.125		
Total	9.429	76			

Since $p > \alpha$, the researcher failed to reject the null hypothesis. There is no statistically significant difference in attitudes by gender.

The next factor which was used for the analysis was students' age. Again, the Qualtrics report allowed the answers to the question about students' age to match the answers about their attitudes. Unfortunately, the homogeneity of variance test for this analysis was not met:

$\text{Sig.} = 0.000, \text{Sig.} < \alpha$, where $\alpha=0.05$.

Table 21. Test of Homogeneity of Variances 2.

Levene Statistic	df 1	df 2	Sig.
12.141	6	64	.000

Attitudes

- a. Groups with only one case are ignored in computing the test of homogeneity of variance for Attitude.

The results from the output are the following: $F(12, 64) = 1.086$, $p=0.387$.

Table 22. ANOVA 2.

	Sum of Squares	df	Mean Square	F	Sig.
Between groups	1.713	12	.143	1.086	.387
Within groups	8.417	64	.132		
Total	10.130	76			

Since $p > \alpha$, the researcher failed to reject the null hypothesis. There is no statistically significant difference in attitudes by age. There was a significant variety in ages of students who participated in the study. The age range was from 18 to 34. This finding is noteworthy. Despite the age, students at all participating universities were mostly positive toward the use of the tales at the university level.

The researcher also included in analysis factors such as students' G.P.A. The homogeneity of variance for this analysis was also violated: Sig. =0.003, Sig. $< \alpha$, where $\alpha=0.05$.

Table 23. Test of Homogeneity of Variances 3.

Levene Statistic	df 1	df 2	Sig.
3.031	15	38	.003

- a. Groups with only one case are ignored in computing the test of homogeneity of variance for Attitude.

The results from the output are the following: $F(38, 38) = 0.492, p=0.984$

Table 24. ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between groups	3.339	38	.088	.492	.984
Within groups	6.790	38	.179		
Total	10.130	76			

Since $p > \alpha$, the researcher failed to reject the null hypothesis. There is no statistically significant difference in attitudes by G.P.A.

The last two analyses were even more compelling to the researcher, who wanted to find out whether there was a statistically significant relationship between attitudes and students' grades previously received in English classes, as well as previously received in Russian classes. The importance of this relationship was significant because the material used in class with the students was chosen in order to help them learn. The instructors were aware of the struggles of their students in class, which were reflected in their grades for the class. For this reason, it is crucial to know the students' perspectives on the material, especially if they had a variety of backgrounds: successful and not so successful completion of their course in native as well as in a foreign language. First, grades in previously taken English classes were analyzed. The homogeneity of variance test was violated, since $\text{Sig.} = 0.000$, and $\text{Sig.} < \alpha$, where $\alpha = 0.05$.

Table 25. Test of Homogeneity of Variances 4.

Levene Statistic	df 1	df 2	Sig.
16.697	3	73	.000

After checking the assumptions for the test, a report of the following results is

possible: $F(3, 73) = 6.672, p=0.000$

Grades received in previously taken English classes:

Table 26. ANOVA 4.

	Sum of Squares	df	Mean Square	F	Sig.
Between groups	2.180	3	.727	6.672	.000
Within groups	7.950	73	.109		
Total	10.130	76			

Since $p < \alpha$, the researcher rejected the null hypothesis. There is a statistically significant difference in attitudes by the grades received in previously taken English classes.

The last test included the grades on previously taken Russian classes. From the SPSS output, Sig. = 0.103, which is greater than $\alpha=0.05$. The homogeneity of variance was met.

Table 27. Test of Homogeneity of Variances 5.

Levene Statistic	df 1	df 2	Sig.
2.137	3	72	.103

After checking the assumptions for the test, a report of the following results is

possible: $F(4, 72) = 0.590, p=0.671$.

Grades received in previously taken Russian classes:

Table 28. ANOVA 5.

	Sum of Squares	df	Mean Square	F	Sig.
Between groups	.322	4	.080	.590	.671
Within groups	9.808	72	.136		
Total	10.130	76			

Since $p > \alpha$, the researcher failed to reject the null hypothesis. There is no statistically

significant difference in attitudes by the grades previously received in Russian classes.

The results of ANOVA showed that only grades in previously taken English classes influenced the attitudes of students toward the use of the folk tales at the university level. In all participating universities, 85.7% of students had A-s in their previously taken English classes. The success in English language classes was an important factor in the analysis of students' attitudes toward folk tales.

Since success in their native language played such an important role in students' attitudes, it was equally valuable to explore students' motivation behind taking a Russian class. The questionnaire was distributed to 77 student volunteers at six participating universities. All the participants were enrolled in an Intermediate level Russian course at the time of the questionnaire: forty-nine of them were from the experimental group, while twenty-eight were from the control group. Students were not grouped by their proficiency level, as in Geisherik's (2010) study. The grades in previous Russian classes taken were also not taken into consideration in this part of the analysis. The proficiency level was assumed to be approximately the same for all the participants, despite the difference in the number of contact hours, the textbook used, or previous study abroad experiences. Among the students from the experimental group, there were eight heritage learners, while among the students from the control group there were five heritage learners of Russian. While for Geisherik's (2010) study the number of heritage speakers was an important grouping factor of the participants, in the current study, it did not play the same role.

Separate calculations were made for the mean numbers of answers for the students in the control and experimental groups. The goal was to find the total mean value for each type of orientation, as well as the median, which would allow the researcher to see the

tendencies of the two groups of students with respect to orientations (i.e. which answers to the questions were providing the strongest opinions). Integrative motivation, or orientation, stood for students' desire "to integrate into the culture and society of the language group," while instrumental-for students' desire "to achieve instrumental goals (Geisharik, 2010, p. 11), such as continuing education in the field and other professional growth.

Tables 29 and 30 represent the mean and median values of answers to each question according to the two groups of students (separately for the control group of students and for the experimental group of students). The left column lists the question numbers from the questionnaire in the original order. The question numbers in italics in the left column represent integrative orientation or interest in cultural integration, while non-italicized numbers on the right represent instrumental orientation or career goals (except questions 11 and 19, which were general interest questions and were not included in the analysis).

Table 29. Control group. Orientation results.

Q#	Integrative Orientation		Q#	Instrumental orientation	
	Mean	Median		Mean	Median
<i>1</i>	4	4	2	5	5
<i>5</i>	5	5	3	4.67	5
<i>7</i>	4	4	4	4.86	5
<i>9</i>	4	4	6	4.93	5
<i>13</i>	4	4	8	5	5
<i>15</i>	5	5	10	5	5
<i>17</i>	4	4	12	4	4
			14	4	4
			16	5	5
			18	5	5
	Average = 4.29			Average = 4.75	

Table 30. Experimental group. Orientation results.

Q#	Integrative Orientation		Q#	Instrumental orientation	
	Mean	Median		Mean	Median
1	4	4	2	3.06	3
5	4	4	3	4.41	4
7	3.06	3	4	4.34	4
9	4.72	5	6	2.84	3
13	4.47	4	8	4.94	5
15	4.72	5	10	4.75	4
17	4.69	5	12	4.69	5
			14	4.94	5
			16	3.03	3
			18	4.09	4
	Average = 4.24			Average = 4.1	

Table 31. Average motivation rankings.

	Control	Experimental
Integrative orientation	Average mean score = 4.29	Average mean score = 4.24
Instrumental orientation	Average mean score = 4.75	Average mean score = 4.1

The survey results concluded that instrumental orientation was the lowest (mean 4.1) among the students of the experimental group, who scored a bit higher (mean 4.24) for integrative motivation. In the control group, on the other hand, students scored lower for integrative motivation and scored higher for instrumental motivation. It can be concluded that students in the control group were slightly stronger motivated than the students in the experimental group and instrumental orientation was stronger than their integrative motivation. Thus while students in control group are more motivated by achieving their academic and professional goals, students in experimental group felt stronger about their ability to integrate

into the culture and society of the language group. Although it was not the purpose of the current study to look into the heritage language learners in particular, the fact that there were eight heritage learners in the experimental group (versus five heritage learners in the control group) could have played a role in these findings. This experiment with a small sample size was exploratory and very limited in its generalizability, and unlike Geislerik's study (2010), was not meant to discuss general tendencies among the students.

Qualitative Results

Qualitative data were collected through the open-ended questions. Student-volunteers from three universities that were a part of an experimental group met on Skype with the researcher to answer the follow-up questions (a transcript can be found in Appendix VI). Since the questions were not a part of an extensive interview, the purpose of this part of the analysis was strictly to add to the existing quantitative results. Four students took part in the Skype sessions: each one represented a university within the experimental group. University B had two sections of Intermediate level students, and because of that there was one student-volunteer from each section. All student volunteers were contacted via email before the interviews to explain the data collection process. Each student was notified about the fact that the interviews would be recorded. The researcher shared the Skype address and sent a list of possible time slots for the interviews. During the interviews, the formula tales were defined briefly before the questions about their effectiveness were asked. Since there was no pre-teaching of the differences between the elements of folklore and the elements of culture to the students, it was difficult to judge students' understanding of culture within the chosen formula tales. Actual classroom time with all the students would allow for this possibility in the future. Since the majority of students responded positively to the use of folk tales in

the university classroom, the researcher was interested in the opinions of students about the benefits of revisiting folk tales in acquiring the language. The interview question used to elicit this:

Table 32. Students' responses to the follow-up questions 1.

3. Does re-visiting the folk/fairy tales as adults have a positive impact on acquiring the language?			
Student A	Student B	Student C	Student D
<p>"I thought it was very helpful in learning the information... provided a sort of story with which to associate the information."</p>	<p>"Yes. I think so. Obviously I learned English through the use of folk tales, you know, short stories that my parents read to me, and it has often been a private thought of mine that there should be more basic level literature and culture that um...students taking a foreign language get exposed to because it allows grammar to be taught in an environment where there is almost no plot to focus on, it is very repetitive, there is no character development or difficult vocabulary and ... it is easy to comprehend the story while also learning the grammar."</p>	<p>"I would say... the first two more than the third one (on past tense) did...but all three helped in general knowledge of the language."</p>	<p>"I think that the simple instruction of the actual phrases themselves was helpful, but sometimes the more archaic nature of how they were written, the more older style does not really help when understanding colloquial Russian, so I think for the basic level of understanding of the cases that you were trying it was helpful but as far as more advanced levels, I think, it was not that helpful."</p>

Two out of four students were positive that such revision was a success, and student B made a powerful comment about the experience they had in childhood learning English through similar context. This connection was made without any background knowledge about language acquisition or methodology. It came from students' exposure "...*Obviously I learned English through the use of folk tales, you know, short stories that my parents read to me, and it has often been a private thought of mine that there should be more basic level literature and culture that um...students taking a foreign language get exposed to because it allows grammar to be taught in an environment where there is almost no plot to focus on, it is very repetitive, there is no character development or difficult vocabulary and ... it is easy to comprehend the story while also learning the grammar.*"

Students of Intermediate Russian realized that the context provided by the tales was helpful in building their understanding of the structure of the language. The simplicity of the tales also was noticed since students talked about the lack of character development and an easy vocabulary.

One out of four students chose two tutorials on accusative and genitive cases and highlighted their usefulness also admitting that all three tutorials helped in a general understanding of the language:

"I would say... the first two more than the third one (on past tense) did...but all three helped in general knowledge of the language."

Another student-volunteer mentioned the archaic nature of tales, which sets one apart from colloquial Russian:

"I think that the simple instruction of the actual phrases themselves was helpful, but sometimes the more archaic nature of how they were written, the older style does not really

help when understanding colloquial Russian, so I think for the basic level of understanding of the cases that you were trying it was helpful but as far as more advanced levels, I think, it was not that helpful. “

The next question was asked after the formula tales were defined for the students.

The researcher wanted to know whether the nature of formula tales and their repetitiveness helped students in remembering the grammatical material better. Three out of four interviewees said that formula tales helped them with memorization.

Table 33. Students’ responses to the follow-up questions 2.

4 (a). Did the repetitive nature of the tales help you in remembering grammatical material better?		
Student A	Student B	Student C
<i>“I would say “yes”, repetition always helps...”</i>	<i>“Yes, they helped with those specific grammatical forms. I do not know if I would be able to use the same vocabulary if it was in a different context from the formula tales, but if I was presented that same formula in a conversation or in other writing I would definitely be able to remember those forms and replicate it, and it would be because of those tales.”</i>	<i>“Having that very strict, very simple order helped me in understanding basic concept very well, so the fundamentals were really well established in those formula tales.”</i>

The third answer was particularly interesting since the student saw that the same formula could be taken out of the context of the tales and presented in a different, more colloquial context. The last comment added to the previous discussion on the modern use of language and culture.

Table 34. Student D’s response to the follow-up question 4 (a).

4(a). Did the repetitive nature of the tales help you in remembering grammatical material better?
Student D
<i>“To some extent I suppose, but I think that it is rapidly changing...a lot of cultures change dramatically because of the political situation and global socio-economic situation... so... I think it is a good basis but it is not helping... not filling the gap...which a lot of Russian classes are lacking is a bit more modern culture... more youth... that a lot of people my age are looking for.”</i>

Further classroom practice would definitely make use of the very application of the formula to the colloquial speech that was mentioned in the last two comments, but the limited time of the research restricted further applications of the formula used in formula tales.

The last question asked during the Skype follow-up session was about Russian culture found in the formula tales and whether students could recognize Russian culture within a short plot of a formula tale. Students’ answers were the following:

Table 35. Students’ responses to the follow-up questions 3

4 (b). Does the use of the formula tales help in understanding Russian culture?			
Student A	Student B	Student C	Student D
<i>“Yes, of course, I mean, tales are directly associated with the culture, so...yes.”</i>	<i>“Yes, I believe so. “</i>	<i>“Yes, the basic insights of the Russian culture that is taught to children, I think...I went to Russia of the summer so, yes, I think...especially the first one with dedka and babka...”</i>	<i>“I don’t think that I got any huge insights into Russian culture from these specific ones, but certainly have from other tales that I have heard in Russian class and outside the Russian class.”</i>

Ideally, the lesson plans would include some elements of folklore and insights into Russian culture, and it could be a part of a longitudinal study of the effects of Russian folklore on students' understanding of the language.

The goal of the study was accomplished because the students recognized the value of the context in their grammar practice; they recognized the potential of the repetitive forms and the application of such repetition to a colloquial context.

CHAPTER V

CONCLUSIONS

Theoretical Implications

This research provides teachers of Russian in all post-secondary educational institutions with a justified choice of the texts to use for practice of grammatical forms. The model of the lessons could be replicated at other sites and expended to determine the effects of the use of formula tales on students' achievement at the Intermediate level, as well as their overall success in Russian-language learning. Further replications could also include other modern languages studied at the post-secondary level within the United States all over the world. Presently, this study addresses only Intermediate Russian students' growth at the three universities of the experimental group over a period of one week.

In revisiting theoretical framework of the study, one is able to provide suggestions for continued development of the study in order to support the Cognitive learning theory and the Noticing Hypothesis.

Anderson's (2006) vision about the process of memorization through the recognition of the information previously introduced found its place in this study. Anderson (2006) wrote about the impulse of the brain during the recognition of the familiar patterns. Although this research was not looking at the human brain and its functions during the process of the recognition and memorization, it provided the insight on the link between familiar texts and attitudes towards them.

Most of the participants of the research were introduced to the folk tales in their native language and showed a progress after practicing through similar texts after a period of one week. Furthermore, the success in their native language was directly connected to the attitudes they had toward the similar patterns studied through the folk tales in a foreign language. Schmidt's idea about "consciously registered" information was supported through the post-test results of the experimental group (Schmidt, 2010, p. 721). Even though the noticing itself was not measured, the significant achievement of students between the pre- and post- tests validates the existence of noticing of the grammatical forms studied

Significance of Findings

All students in the current study were highly motivated. Some were taking Russian in order to later continue their education and advance in their career, while others- in order to integrate more into Russian-speaking community. All of them gained knowledge significantly between the pre- and post-tests, although there was no significant difference in their scores by method. Practicing grammar through textbook exercises was as beneficial as practicing grammar through formula tales. Students noticed grammatical forms in the tales and confirmed that it was beneficial to practice through these texts with multiple repetitions, according to the follow-up interviews.

Most of the students had positive attitudes to the use of the folk tales at the university level language classes, despite their differences in gender, age, university G.P.A., and grades received in previous Russian and English classes. Zipes (1998) wrote about the fact that historically adults were among the listeners of folk tales as often as children. According to the results of this study, adults can still be a part of the audience, among those who listen to the tales for any reason and with various purposes. The sample in the current research included

students whose age ranged from eighteen to thirty-four years, and most of them had positive attitudes to these texts, even in a foreign language environment. Neither the grades received by students in their previous Russian classes taken, nor their overall G.P.A. played a significant role in students' attitudes to the folk tales. The significant factor influencing students' attitudes, however, was their grade earned in a previous English class taken, despite the fact that there were sixteen students without a previous knowledge of the folk tales in their mother tongue.

Further Study

Extensions of the current project could enrich and improve on the study of the effectiveness of formula tales in foreign language acquisition. One possible research path would be to evaluate students' results over a longer period of time, i.e. letting the students practice grammar through the use of formula tales over a semester or an academic year. The major constraint of the current research was the limited amount of time-the period of one week spent on the practice of grammar material and a small sample. The benefits of a longer practice period and a larger sample size 1) could give more insight on the effects of the tales and students' noticing of the grammar material, 2) could provide with more generalizable results on a population of learners of Russian language nationwide 3) could include the insights of Russian language instructors of the participating universities.

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LIST OF APPENDICES

APPENDIX I: PRE-TEST

Dear Students,

Please read the following description of the test and the instructions before you attempt to take this test.

The following test was created on the general standards for Intermediate level provided by American Councils for Teachers of Foreign Languages (ACTFL) as well as Russian Test for Foreign Learners (RTFL). American and Russian levels do not coincide and in the United States Intermediate level ranges from Intermediate Low and Intermediate Medium to Intermediate High. Do not get discouraged if you cannot answer a question or have a difficulty answering one. It, by no means, is putting you at any disadvantage academically. I created it with an assumption that this is the material you worked on with your instructor but I may be wrong. All the participating universities have a different textbook they use, a different pace of the courses, and a different purpose. There are not many colleges and universities in the United States that offer Russian as a major. The ones that do, have a variety of courses offered (Russian literature, culture, folklore, history, etc.), while others do not. The results of this test will be only used for the research purposes and will not influence your grade in any of your Russian classes.

Please, do not use any type of dictionary, a textbook or a grammar manual during the test and do not ask your colleagues and/or your teacher any questions during the test.

Good luck and thank you for taking the time to help me in my research.

-Tamar Karakozova

1. Choose the appropriate item from the choices given below:

1. У бабушки с дедушкой была
А) маленькая внучка,
Б) маленькой внучки,
В) маленькую внучку,
Г) о маленькой внучке.
2. Я вчера получила письмо
А) Олег,
Б) Олегу,
В) из Олега,
Г) от Олега.
3. У них на прошлой неделе ____старый знакомый.
А) была,
Б) было,
В) были,
Г) был.
4. Мы вчера были
А) у друзей,
Б) от друзей,
В) о друзьях,
Г) за друзей.
5. Он любит спорт и часто ____теннисом.
А) занимается,
Б) играет,
В) делает,
Г) изучает.
6. Она купила новые очки, потому что в старых плохо
А) смотрела,
Б) слышала,
В) слушала,
Г) видела.
7. Катя отлично говорит
А) по-французски,
Б) французский язык,
В) французский,

- Г) по-французский
8. У Наташи был день рождения на прошлой неделе.
Гости поздравляли её и пили шампанское_ .
А) на её здоровье,
Б) за её здоровье,
В) для её здоровья,
Г) из-за её
здоровья.
9. Скажите, пожалуйста, _вы приехали в Санкт-Петербург?
А) что,
Б) когда,
В) сколько,
Г) куда.
10. Мне очень нравится .
А) эту машину,
Б) эта машина,
В) этой машины,
Г) этой машине.
11. Сейчас Таня отдыхает .
А) Воронеж,
Б) в Воронеж,
В) в Воронеже,
Г) из Воронежа.
12. _ нужно поговорить с ним!
А) Мне,
Б) Со мной,
В) Меня,
Г) У меня

13. Моя сестра вышла замуж .
А) на Владимира,
Б) за Владимира,
В) от Владимира,
Г) Владимира.
14. П. И. Чайковский, _____ написал балет «Лебединое озеро», великий композитор.
А) которого,
Б) которому,
В) который,
Г) который.
15. На этой улице нет .
А) магазин,
Б) в магазин,
В) в магазине,
Г) магазина.

APPENDIX II: POST-TEST FOR EXPERIMENTAL AND CONTROL GROUPS

Post-test for Experimental Groups

Dear Students,

please read the following description of the test and the instructions before you attempt to take this test.

The following test was created on the general standards for Intermediate level provided by American Councils for Teachers of Foreign Languages (ACTFL) as well as Russian Test for Foreign Learners (RTFL). American and Russian levels do not coincide and in the United States Intermediate level ranges from Intermediate Low and Intermediate Medium to Intermediate High. Do not get discouraged if you cannot answer a question or have a difficulty answering one. It, by no means, is putting you at any disadvantage academically. I created it with an assumption that this is the material you worked on with your instructor but I may be wrong. All the participating universities have a different textbook they use, a different pace of the courses, and a different purpose. There are not many colleges and universities in the United States that offer Russian as a major. The ones that do, have a variety of courses offered (Russian literature, culture, folklore, history, etc.), while others do not. The results of this test will be only used for the research purposes and will not influence your grade in any of your Russian classes.

Please, do not use any type of dictionary, a textbook or a grammar manual during the test and do not ask your colleagues and/or your teacher any questions during the test.

Good luck and thank you for taking the time to help me in my research.

-Tamar Karakozova

I _____ (name, last name), watched all three tutorials in their entirety.

Date: _____ Signature: _____

2. Choose the appropriate item from the choices given below:

1. У мамы с папой была _

- А) младшая дочка,
- Б) младшей дочки,
- В) младшую дочку,
- Г) о младшей дочке.

2. Я вчера получила СМС-ку

- А) Игорь,
- Б) Игорю,
- В) из Игоря,
- Г) от Игоря.

3. У нас на прошлой неделе
хороший друг.

- А) была,
- Б) было,
- В) были,
- Г) был.

4. Они вчера были _ А)

- у детей,
- Б) от детей,
- В) о детях,
- Г) за детей.

5. Он любит спорт и часто
спортом.

- А) занимается,
- Б) играет,
- В) делает,
- Г) изучает.

6. Бабушка была старенькая и не могла уже читать газеты, потому что плохо .
А)
смотрела,
Б)
слышала,
В)
слушала,
Г) видела.
7. Митя отлично говорит _____. А) по-китайски,
Б) китайский язык,
В) китайский,
Г) по-китайский
8. У Миши был день рождения на прошлой неделе. Гости поздравляли его и пили вино .
А) на его здоровье,
Б) за его здоровье,
В) для его здоровья,
Г) из-за его здоровья.
9. Скажите, пожалуйста, _____ вы приехали в Сант-Луис?
А) что,
Б) когда,
В) сколько,
Г) куда.
10. Маме очень нравится
А) эту стиральную
машину,
Б) эта стиральная
машина, .
В) этой стиральной
машины,
Г) этой стиральной машине.
11. Сейчас Таня отдыхает
А) Новгород,
Б) в Новгород,
В) в Новгороде, .
Г) из Новгорода.

12. нужно поговорить со студентами!
- А) Мне,
 - Б) Со мной,
 - В) Меня,
 - Г) У меня.

13.Моя дочь вышла замуж .

- А) на Константина,
- Б) за Константина,
- В) от Константина,
- Г) Константина.

14. Ф. И. Достоевский,
великий писатель.

написал роман «Братья Карамазовы»,

- А) которого,
- Б) которому,
- В) который,
- Г) которым.

15. На этой улице нет .

- А) музей,
- Б) в музей,
- В) в музее,
- Г) музея.

Post-test for Control Groups

Dear Students,

please read the following description of the test and the instructions before you attempt to take this test.

The following test was created on the general standards for Intermediate level provided by American Councils for Teachers of Foreign Languages (ACTFL) as well as Russian Test for Foreign Learners (RTFL). American and Russian levels do not coincide and in the United States Intermediate level ranges from Intermediate Low and Intermediate Medium to Intermediate High. Do not get discouraged if you cannot answer a question or have a difficulty answering one. It, by no means, is putting you at any disadvantage academically. I created it with an assumption that this is the material you worked on with your instructor but I may be wrong. All the participating universities have a different textbook they use, a different pace of the courses, and a different purpose. There are not many colleges and universities in the United States that offer Russian as a major. The ones that do, have a variety of courses offered (Russian literature, culture, folklore, history, etc.), while others do not. The results of this test will be only used for the research purposes and will not influence your grade in any of your Russian classes.

Please, do not use any type of dictionary, a textbook or a grammar manual during the test and do not ask your colleagues and/or your teacher any questions during the test.

Good luck and thank you for taking the time to help me in my research.

-Tamar Karakozova

Choose the appropriate item from the choices given below:

1. У мамы с папой была

- А) младшая дочка,
- Б) младшей дочери,
- В) младшую дочку,
- Г) о младшей дочке.

2. Я вчера получила СМС-ку

- А) Игорь
- Б) Игорю,
- В) из Игоря,
- Г) от Игоря.

3. У нас на прошлой неделе хороший друг.

- А) была,
- Б) было,
- В) были,
- Г) был.

4. Они вчера были

- А) у детей,
- Б) от детей,
- В) о детях,
- Г) за детей.

5. Он любит спорт и часто спортом.

- А) занимается,
- Б) играет,
- В) делает,
- Г) изучает.

6. Бабушка была старенькая и не могла уже читать газеты, потому что плохо .

- А) смотрела,
- Б) слышала,
- В) слушала,
- Г) видела.

7. Митя отлично говорит .

- А) по-китайски,
- Б) китайский язык,
- В) китайский,
- Г) по-китайский

8. У Миши был день рождения на прошлой неделе. Гости поздравляли его и пили вино .

- А) на его здоровье,
- Б) за его здоровье,
- В) для его здоровья,
- Г) из-за его здоровья.

9. Скажите, пожалуйста, вы приехали в Сант-Луис?

- А) что,
- Б) когда,
- В) сколько,
- Г) куда.

10. Маме очень нравится

- А) эту стиральную машину,
- Б) эта стиральная машина,
- В) этой стиральной машины,
- Г) этой стиральной машине.

11. Сейчас Таня отдыхает

- А) Новгород,
- Б) в Новгород,
- В) в Новгороде,
- Г) из Новгорода.

12. _____ нужно поговорить со студентами!

- А) Мне,
- Б) Со мной,
- В) Меня,
- Г) У меня.

13. Моя дочь вышла замуж .

- А) на Константина,
- Б) за Константина,
- В) от Константина,
- Г) Константина.

14. Ф. И. Достоевский, написал роман «Братья Карамазовы», великий писатель.

- А) которого,
- Б) которому,
- В) который,
- Г) которым.

15. На этой улице нет .

А) музей,

Б) в музей,

В) в музее,

Г) музея.

APPENDIX III: IRB EXEMPTION EMAIL

Reply Reply All Forward



IRB Exempt Approval of 15x-128

irb@olemiss.edu

To: tkarakoz

Cc: ROSEMARY OLIPHANT INGHAM

Tuesday, December 02, 2014 9:00 AM

Ms. Karakozova:

This is to inform you that your application to conduct research with human participants, "Intermediate Russian Through Formula Tales" (Protocol #15x-128), has been approved as Exempt under 45 CFR 46.101(b)(#1).

Please remember that all of The University of Mississippi's human participant research activities, regardless of whether the research is subject to federal regulations, must be guided by the ethical principles in The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research.

It is especially important for you to keep these points in mind:

- You must protect the rights and welfare of human research participants.
- Any changes to your approved protocol must be reviewed and approved before initiating those changes.
- You must report promptly to the IRB any injuries or other unanticipated problems involving risks to participants or others.

If you have any questions, please feel free to contact the IRB at irb@olemiss.edu.

Jennifer Caldwell, PhD**Senior Research Compliance Specialist, Research Integrity and Compliance**

The University of Mississippi

212 Barr

P.O. Box 1848

University, MS 38677-1848

U.S.A.

[+1-662-915-5006](tel:+16629155006)irb@olemiss.edu | www.olemiss.edu

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APPENDIX IV: CONSENT FORM AND RECRUITMENT EMAIL

Consent Form

Title of Dissertation:

Researcher/Investigator: *Intermediate Russian through Formula Tales*

Tamar Karakozova, Graduate Student, Ph.D. Candidate
University of Mississippi School of Education
Specialization: Secondary Education, English
662-915-7715
tkarakoz@olemiss.edu

Advisor:

Dr. Rosemary Oliphant-Ingham
331 Guyton
University, MS 38677
662-915-7589

☐ *By checking this box I certify that I am 18 years of age or older.*

Description

The purpose of the research is to see if re-visiting folk tales in college can be beneficial in foreign language acquisition, as well as what are the attitudes of adults to the use of folk tales in the foreign language classroom. I would like to receive your feedback on these questions. You can use your name or a pseudonym.

Cost and Payments

It will take you approximately ten minutes to complete a pre-test, (an hour to practice some grammar through the use of specific folk tales with the guidance of your instructor- may or may not be included in your class routine), and approximately ten more minutes to complete a post-test. You would also be given a chance to ask questions if you have any.

Risks and Benefits

The questions in the pre- and post-tests will be on certain parts of Russian grammar. The tests will also include some questions in the survey form on the benefits of folk tales. If you do not feel comfortable answering some of the questions, you do not have to.

Confidentiality

The data received from this study will be coded. You can give your real name or you can use a pseudonym if you do not want to give your real name for the project.

Right to Withdraw

You do not have to go through the tests, survey questions, or through the lesson, and you can stop participation at any time. If you start answering the test questions or the survey questions and want to stop, all you have to do is tell your instructor of Russian that you wish to stop. You may skip any questions you prefer not to answer.

IRB Approval

This study has been reviewed by The University of Mississippi's Institutional Review Board (IRB). If you have any questions, concerns, or reports regarding your rights as participant of research, please contact the IRB at (662) 915-7482 or irb@olemiss.edu

Statement of Consent

I have read and understand the above information. By completing the tests and answering the survey questions I consent to participate in the study.

Recruitment Email/Note

Hello,

My name is Tamar Karakozova and I am a graduate student and a Ph.D. candidate at the University of Mississippi. I am currently working on a research for my dissertation as a part of my major. I am looking to see if re-visiting folk tales in college can be beneficial in foreign language acquisition, as well as what are the attitudes of adults to the use of folk tales in the foreign language classroom.

I plan to test students of Intermediate Russian in several universities within the United States of America on their knowledge of grammar, let them practice some grammar forms through the use of folk tales (formula tales), and then test them again to see if practice through the context of tales was beneficial. I also am looking for the attitudes from the university students of Russian on the use of folk tales in the foreign language classroom.

I want my tests and survey questions to give insight into how university students view foreign language and culture through the context of certain folk tales. I hope that these tests, along with the answers to the survey questions, will add depth to the research on foreign language methodology. I am very interested in hearing the responses of participants and how they explain their perspectives.

If you would like to be involved in my research, I would greatly appreciate your participation. My phone number is (662) 801-5175 and my email address is tkarakoz@olemiss.edu.

Thank you for your consideration,

Tamar Karakozova


APPENDIX IV: ONLINE SURVEY AND ONLINE TUTORIALS

http://uofmississippi.qualtrics.com/SE/?SID=SV_9N8VqQvRmACAMfz

uofmississippi.qualtrics.com

Online Survey Software | Qualtrics Survey Solutions

Online Survey Software | Qualtrics Survey Solutions

 THE UNIVERSITY OF MISSISSIPPI®

What year were you born?

What is your gender?

☐ Male

☐ Female

Are you a heritage learner?

☐ Yes

☐ No

What is your current college G.P.A.?

☐ 4.00

☐ 3.5

☐ 3.00

☐ 2.5

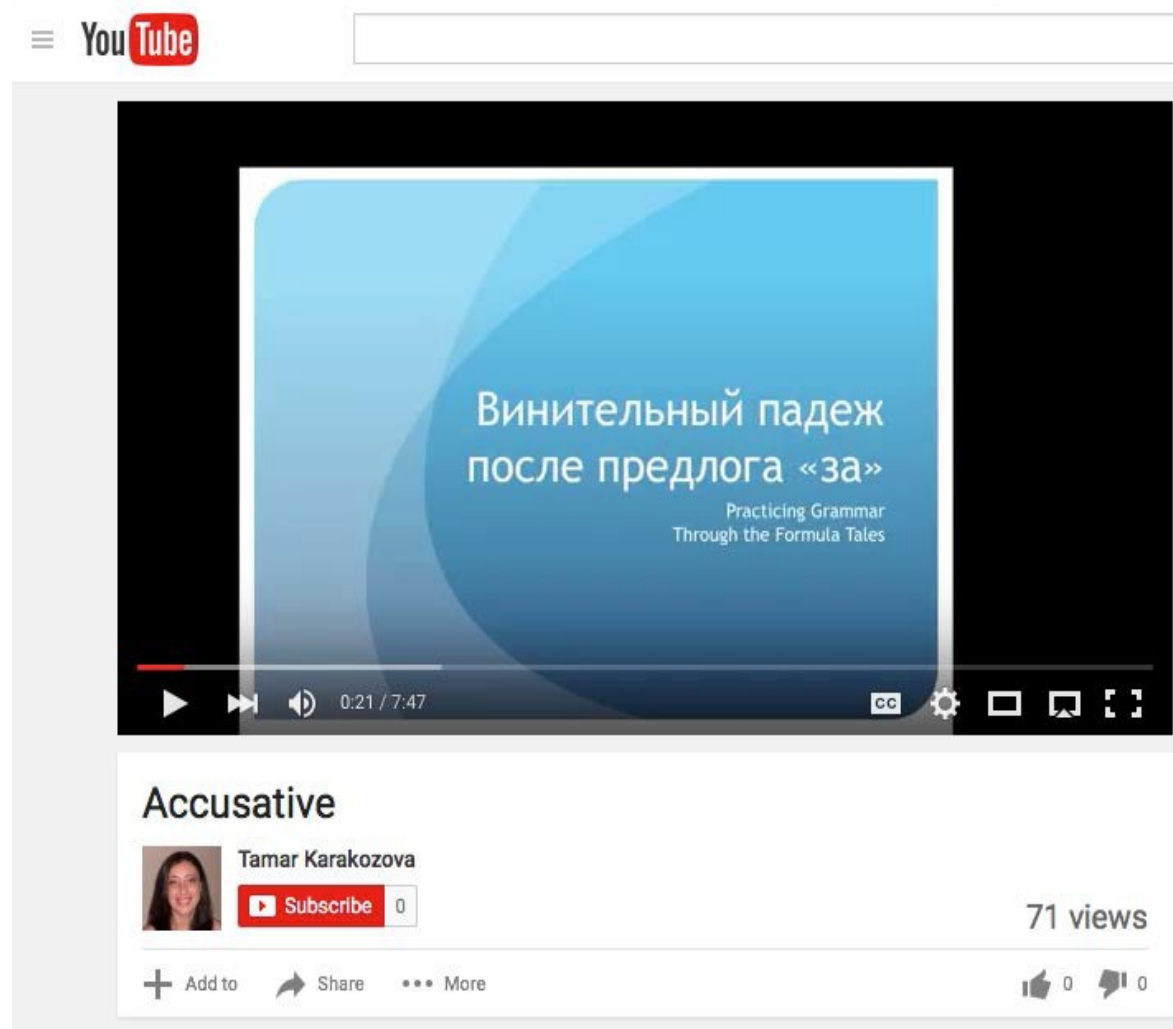
☐ 2

☐ 1.5

☐ Other

Online Tutorials

1. Accusative case: https://www.youtube.com/watch?v=bzpo_E58_BM



The image shows a YouTube video player interface. At the top, there is a search bar and the YouTube logo. The video player itself shows a blue background with white text that reads "Винительный падеж после предлога «за»" (Accusative case after the preposition "for") and "Practicing Grammar Through the Formula Tales". Below the video player, the title "Accusative" is displayed, followed by the channel name "Tamar Karakozova" and a "Subscribe" button. The video has 71 views. At the bottom, there are icons for "Add to", "Share", and "More", along with like and dislike buttons.

YouTube

Винительный падеж
после предлога «за»
Practicing Grammar
Through the Formula Tales

0:21 / 7:47

CC

Accusative

Tamar Karakozova

Subscribe 0

71 views

+ Add to Share ... More

0 0

2. Past tense: <https://www.youtube.com/watch?v=ypEubM5moRA>



3. Genitive case: <https://www.youtube.com/watch?v=3lurm6qLzuc>

The image shows a YouTube video player interface. At the top left is the YouTube logo. A search bar is located at the top right. The video player itself has a white background with the title "Родительный падеж после предлога «от»" (Genitive case after the preposition «от») and the author's name "Тамар Каракозова" (Tamar Karakozova). Below the video frame, the title "Genitive" is displayed. To the left of the title is a small profile picture of Tamar Karakozova, followed by her name and a "Subscribe" button with a "0" next to it. To the right of the title, it says "53 views". Below the title and view count are buttons for "Add to", "Share", and "More". At the bottom left, it says "Published on Apr 19, 2015" and "Table of Contents:". The video player controls at the bottom show a progress bar at 0:18 / 9:41, a play button, a volume icon, and icons for settings, full screen, and a playlist.

YouTube

Родительный падеж после предлога «от»
Тамар Каракозова

Practicing Grammar
Through the Formula Tales

0:18 / 9:41

Genitive

Tamar Karakozova

Subscribe 0

53 views

+ Add to Share ... More

Published on Apr 19, 2015
Table of Contents:

APPENDIX VI: ANSWERS TO THE FOLLOW-UP QUESTIONS

Questions	Answers
<p>3. Does re-visiting the folk/fairy tales as adults have a positive impact on acquiring the language?</p>	<p>4. I thought it was very helpful in learning the information... provided a sort of story with which to associate the information.</p> <p>5. Yes. I think so. Obviously I learned English through the use of folk tales, you know, short stories that my parents read to me, and it has often been a private thought of mine that there should be more basic level literature and culture that um...students taking a foreign language get exposed to because it allows grammar to be taught in an environment where there is almost no plot to focus on, it is very repetitive, there is no character development or difficult vocabulary and ... it is easy to comprehend the story while also learning the grammar.</p> <p>6. I would say... the first two more than the third one (on past tense) did...but all three helped in general knowledge of the language.</p> <p>7. I think that the simple instruction of the actual phrases themselves was helpful, but sometimes the more archaic nature of how they were written, the more older style does not really help when understanding colloquial Russian, so I think for the basic level of understanding of the cases that you were trying it was helpful but as far as more advanced levels, I think, it was not that helpful.</p>
<p>4 (a). Does the use of the formula tales help in remembering grammatical material better?</p>	<p>1. I would say "yes", repetition always helps...</p> <p>2. Yes, they helped with those specific grammatical forms. I do not know if I would be able to use the same vocabulary if it was in a</p>

	<p>different context from the formula tales, but if I was presented that same formula in a conversation or in other writing I would definitely be able to remember those forms and replicate it, and it would be because of those tales.</p> <p>3. Having that very strict, very simple order helped me in understanding basic concept very well, so the fundamentals were really well established in those formula tales.</p> <p>4. To some extent I suppose, but I think that it is rapidly changing...I actually have a lot of friends who are younger and my age and they are familiar with...a lot of cultures change dramatically because of the political situation and global socio-economic situation... so I think it is a good basis but it is not helping... not filling the gap...which a lot of Russian classes are lacking is a bit more modern culture... more youth... that a lot of people my age are looking for.</p>
4 (b). Does the use of the formula tales help in understanding Russian culture?	<p>1. Yes, of course, I mean, tales are directly associated with the culture, so...yes.</p> <p>2. Yes, I believe it does.</p> <p>3. Yes, the basic insights of the Russian culture that is taught to children, I think...I went to Russia of the summer so, yes, I think...especially the first one with dedka and babka...</p> <p>4. I don't think that I got any huge insights into Russian culture from these specific ones, but certainly have from other tales that I have heard in Russian class and outside the Russian class.</p>

VITA

TAMAR (TAMARA) KARAKOZOVA

101 Creekmore Blvd. Apt. 6123 B Oxford, MS 38555 tkarakoz@olemiss.edu

EDUCATION

Ph. D., Secondary Education, University of Mississippi, May 2016

Concentrations: English, Language Acquisition, Methodology

Dissertation: Intermediate Russian Through Formula Tales

M.A., Higher Education Administration, University of Mississippi, May 2010

M.A., Teaching English for Speakers of Other Languages (TESOL),

University of Mississippi, May 2008

M.A., Slavic Studies, Ivane Javakhishvili Tbilisi State University, June 2006

Thesis: Linguistic Analysis of Poetical Texts of Anenskiy, Akhmatova, \
and Mandelshtam.

B.A., Russian Language and Literature, Ivane Javakhishvili Tbilisi State University, June 2004

Minor: Czech language

TEACHING EXPERIENCE

Teaching Assistant, 2008-present

University of Mississippi

Courses: Academic Writing, TOEFL Prep, Intermediate/Advanced English, Russ 111, 211, 201,
202, 299, 301, 302, 399.

Academic Program Director, June-August 2012

St. Giles Summer Program, San Francisco, CA

Program Director, June-August 2011

St. Giles Summer Program, New York, NY

Academic Program Director, June-August 2011

St. Giles Summer Program, New York, NY

HONORS AND FELLOWSHIPS

Random Act of Kindness Award, 2016

University of Mississippi

Edmund S. Muskie Graduate Fellowship, 2006

Washington, D.C.